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ABSTRACT

The Quincy School Complex is a unique community facility. A high level of cooperation has led to the planning of this facility whose operation and ownership is divided among several agencies and groups. The introduction to the report on the school complex provides background material for the program itself, and attempts to define the "why" of the Project. Section Two, what the program must do, is the what and whom aspects, for it outlines the program objectives in terms of the groups of people who will be involved. The program structure, Section three, is the "how" part of the solution. The framework for a series of activity programs is described in general terms and constitutes the main body of the actual program. Section Four, building, is the program for physical environment. It defines the "where" of the project by describing the types of spaces necessary and how these spaces relate to each other. Section Five outlines the next series of steps that need to be taken by the Project. The Appendices serve as support material for the main body of this report. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (KJ)

THE
QUINCY SCHOOL
COMPLEX

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E R R A T A

PAGE 48 - third line from the bottom, "to operate smoothly".

PAGE 52 - second paragraph, first sentence, "...to accept alterations of its pieces".

PAGE 85 - second paragraph, last sentence, "...the structuring of these capabilities should provide a direct means for furthering the other tasks of the Council".

PAGE 111 - sixth paragraph, last sentence, "In mid-November its designated delegates adopted...."

PAGE 112 - fifth paragraph, second sentence, "They met Tufts' complaint..."

PAGE 120 - third paragraph, second sentence, "A conditional understanding was reached..."

PAGE 125 - Carolyn Chang should be added to the list of participants from Chinatown.

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PROGRAM REQUIREMENTS
and
DESIGN SPECIFICATIONS
for the
QUINCY SCHOOL COMPLEX

Prepared by:

Quincy School Community Council
and
Quincy School Project Staff
Planning Office
Tufts-New England Medical Center

September
1969

CG 005 679

The Quincy School Planning Project is a cooperative effort of the Boston School Department, the Tufts-New England Medical Center, the Public Facilities Department, and the Quincy School Community Council.

FOREWORD

This document has been written by a group of people -- planners, parents, residents, teachers, doctors, educators. Each has brought his own point of view, knowledge, and writing style to the task. Every part of the document has gone through an extensive review process in both the institutions and resident communities involved so that it represents a consensus of thinking and planning. That it does not represent a uniform writing style, that it may be somewhat repetitious is symbolic of the process it represents, a process which has been a genuine attempt to articulate the needs of this community.

The Quincy School Project has been supported in part by a grant from Title III ESEA No. OEG-1-8-06642-0013-056, Project 68-006642-0, in part by a supplementary grant from Educational Facilities Laboratory of the Ford Foundation, and in part by a supplementary grant from the Carnegie Foundation.

DOCUMENT SUMMARY

The Quincy School Complex will draw upon the resources of many community groups, institutions and agencies in order to provide a coordinated series of services, programs and facilities to the residents of the South Cove - Castle Square community which none of the groups alone could offer. This level of cooperation has led to the planning of a facility whose operation and ownership is divided among several agencies and groups. The elementary school component, for example, is owned by a public agency, the School Department. The day care center, on the other hand, is owned and operated by private organizations. Two years ago such a facility would have been impossible to construct, but through months of planning the necessary legal, financial and operational mechanisms have been developed in order to create the Quincy School Complex- a community facility that is without precedent anywhere in this country.

The Introduction section provides background material for the program itself in the form of a brief Project history, a brief description of the area and a short discussion of the philosophical base for the work that follows. Because the intent of this document is to outline a series of programs and not to act as a review of the Project's past, sub-sections 1.2, Brief Project History, and 1.3, Neighborhoods, are not as detailed as they might otherwise be. They are supported by Appendix 6.3, History of the Quincy School Community Council, and Appendix 6.5, Project Chronology. On the whole, however, Section One attempts to define the "why" of the Project.

Section Two, What The Program Must Do, is the "what and whom" aspects, for it outlines the program objectives in terms of the groups of people who will be involved. The facility is not, and cannot be, all things to all people; and admittedly some groups have not received as much attention as they deserve. As work continues, these mistakes or omissions can be repaired.

The Program Structure, Section Three, is the "how" part of the solution. The framework for a series of activity programs is described in general terms and constitutes the main body of the actual program.

Section Four, Building, is the program for physical environment. It defines the "where" of the Project by describing the types of spaces necessary and how these spaces relate to each other.

Section Five, Project Future, says "O.K., where do we go from here?", and outlines the next series of steps that need to be taken by the Project (in effect, "when"). To some degree it is a continuation of the sub-section 1.5, Rationale, for it projects the process that has been used to date into the future.

The Appendices serve as support material for the main body of the document and contain in Appendix 6.1, the letters of intent from various participating agencies that are necessary to construct this building.

Sections 1 and 5 and Appendix 6.3 are printed on gray pages as they serve as supplementary material for the actual program which is in Sections 2,3, and 4.

TABLE OF CONTENTS

section page

FOREWARD i

DOCUMENT SUMMARY ii

TABLE OF CONTENTS 1

1.0 INTRODUCTION 3

- 1.1 Overview 3
- 1.2 Neighborhoods 3
- 1.3 Brief Project History 4
- 1.4 General Problems 6
- 1.5 Project Rationale 7

2.0 WHAT THE PROGRAM MUST DO 9

- 2.1 Pre-School Children 9
- 2.2 Children K-5 11
- 2.3 Parents and Other Adults 14
- 2.4 Teachers and Other Staff 15
- 2.5 Teens 17
- 2.6 Immigrants and Minorities 18
- 2.7 The Elderly 20

3.0 PROGRAM STRUCTURE 21

- 3.1 Day Care/Nursery School 21
- 3.2 Quincy School Educational Program (K-5) 22
- 3.3 Adult Education 32
- 3.4 School Health 32
- 3.5 Recreation Program 38
- 3.6 Little City Hall 42
- 3.7 Social and Family Services 42
- 3.8 Community Primary Health Services 44
- 3.9 Community Resource Pool 46
- 3.10 Housing 47
- 3.11 Administration 48

4.0 BUILDING 50

- 4.1 Introduction 50
- 4.2 Organization of Component Parts 53

TABLE OF CONTENTS

section page

4.2.1 The School 53
4.2.2 Public Reading Rooms 61
4.2.3 Recreational Facilities 62
4.2.4 Playground 67
4.2.5 Auditorium-Theater 68
4.2.6 Community Rooms 69
4.2.7 Day-Care Center 70
4.2.8 Little City Hall 72
4.2.9 Family Services 72
4.2.10 Community Health Care Facility 72
4.2.11 Housing 73

4.3 Organization of the Total Building 73

4.3.1 Design for the Handicapped 73
4.3.2 Information Technology 73
4.3.3 Organization of the Building Components 74

4.4 Summary of Space Requirements 75

5.0 PROJECT FUTURE 79

5.1 Overview 79
5.2 Future Planning 79
5.3 Transition Programs 86
5.4 Conclusion 88

6.0 APPENDICES 89

6.1 Letters of Intent 89
6.2 Legal, Financial and Developmental Structures 107
6.3 Quincy School Community Council - A History 109
6.4 Housing 119
6.5 Project Chronology 122
6.6 Project Participants 124

INTRODUCTION

SUB-SECTION	PAGE
1.1 OVERVIEW	3
1.2 NEIGHBORHOODS	3
1.3 BRIEF PROJECT HISTORY	4
1.4 GENERAL PROBLEMS	6
1.5 PROJECT RATIONALE	7

INTRODUCTION

OVERVIEW 1.1

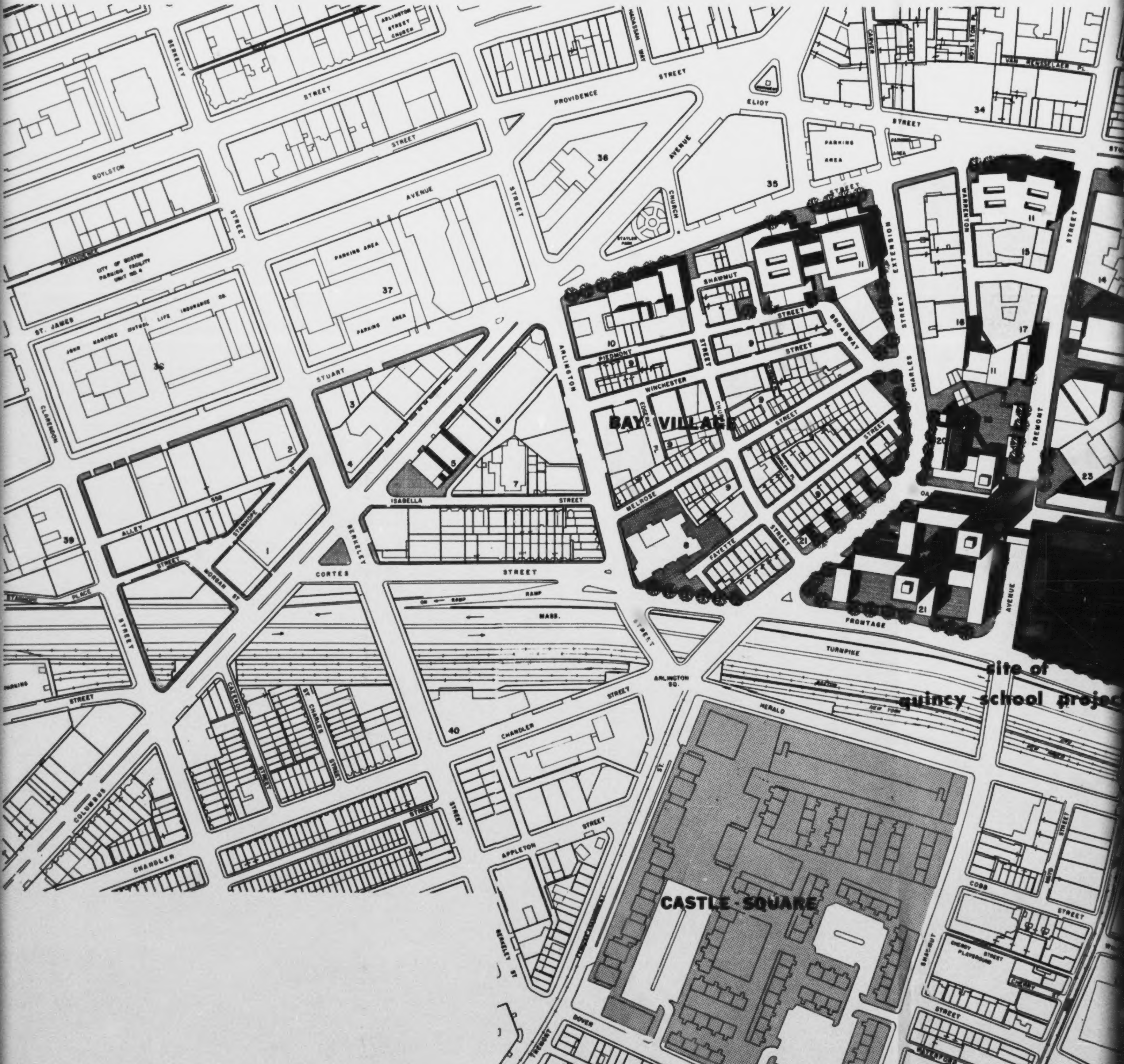
This document is both a means and an end; an end in that it is the product of thirty months of planning and preparation and marks the conclusion of one phase of this Project; a means in that it is a step towards further development of an evolving process. But above all else, it represents the first results of a commitment by a group of people -- residents and staff, grassroots and professional -- to the promise of urban life. Recognizing that this promise can only be realized through a tremendous amount of work, the various groups have pooled their resources to plan a unique solution to the problems facing them. In so doing, another step to fulfillment has been realized, for they have seen that each can trust the other and work towards a common end without threatening the identity or the domain of the other, and that they, as individuals, can with a minimum of outside help, plan and promote a better existence for themselves and for their offspring. In this context, then, the document to follow has been written. Its goal is to describe not merely a school but a process which will create a school experience. That much of this process and this experience will be new is a reflection of the changes in our society and of the needs now felt by that society. We ask that our conclusions be evaluated in conjunction with these needs.

NEIGHBORHOODS 1.2

The South Cove section of Boston is and always has been a community of multiple character. Being, as it were, the first line of demarcation between the downtown business area and the residential section known as the South End, it enjoys a unique physical, social, and residential setting. Immigrants from every corner of the globe have made their homes here at one time or another. It is a densely populated area comprising approximately a half square mile and some 10,000 residents. There is a real sense of community and one can still find small mama-papa type variety stores on every other corner, providing the native foods of the 40-odd nationalities of the surrounding neighborhood. The socio-econmic strata is reflected broadly from poorer Chinese, Puerto Ricans, blacks and whites through the upper middle class all-white enclaves. Bay Village, a white homeowner section of the Cove, with brick sidewalks, tree-lined streets and window boxes, is at the upper extreme of this scale. As one moves northeast there is more of a socio-economic mixture with the typical evidence of stores, shops, vacant and run-down tenement properties dotting the neighborhood.

At the eastern extreme is the Chinatown district with all the shops, restaurants and mystique of the Far East. Heads of many of these families speak little or no English and in many cases, children who are bright and capable are several grades behind their school age peers. Housing here is inadequate, and jobs are primarily limited to those areas not requiring fluent English -- laundries and restaurants. Nonetheless, the old world charm in this urban setting attracts hundreds of businessmen, shoppers, sightseers and diners each day.

In the middle and just across the Turnpike from South Cove is Castle Square,


site of
quincy school projec
BAY VILLAGE
CASTLE SQUARE
ARLINGTON STREET CHURCH
BERKELEY
STREET
PROVIDENCE
BOYLSTON
AVENUE
CITY OF BOSTON PARKING FACILITY UNIT NO 4
ST. JAMES
JOHN HANCOCK MUTUAL LIFE INSURANCE CO.
PARKING AREA
STUART
CLARENDON
ARLINGTON
HADASSAH WAY
ELIOT
CHURCH
CARVER
BOYLSTON PL.
VAN RENSSELAER PL.
WARRENTON
CHARLES
EXTENSION
SHAWMUT
BROADWAY
PIEDMONT
WINCHESTER
EDGERLY PL.
MELROSE
FAYETTE
TREMONT
FRONTAGE
TURNPIKE
ISABELLA
CORTES
STANHOPE
MORGAN ST
ALLEY
PLACE
PARKING
MASS.
RAMP
ON RAMP
ARLINGTON SQ.
HERALD
NEW YORK
CAZENOVE
ST CHARLES
CHANDLER
COLUMBUS
APPLETON
BERKELEY ST
DOVER
DWIGHT
MILFORD
COBB
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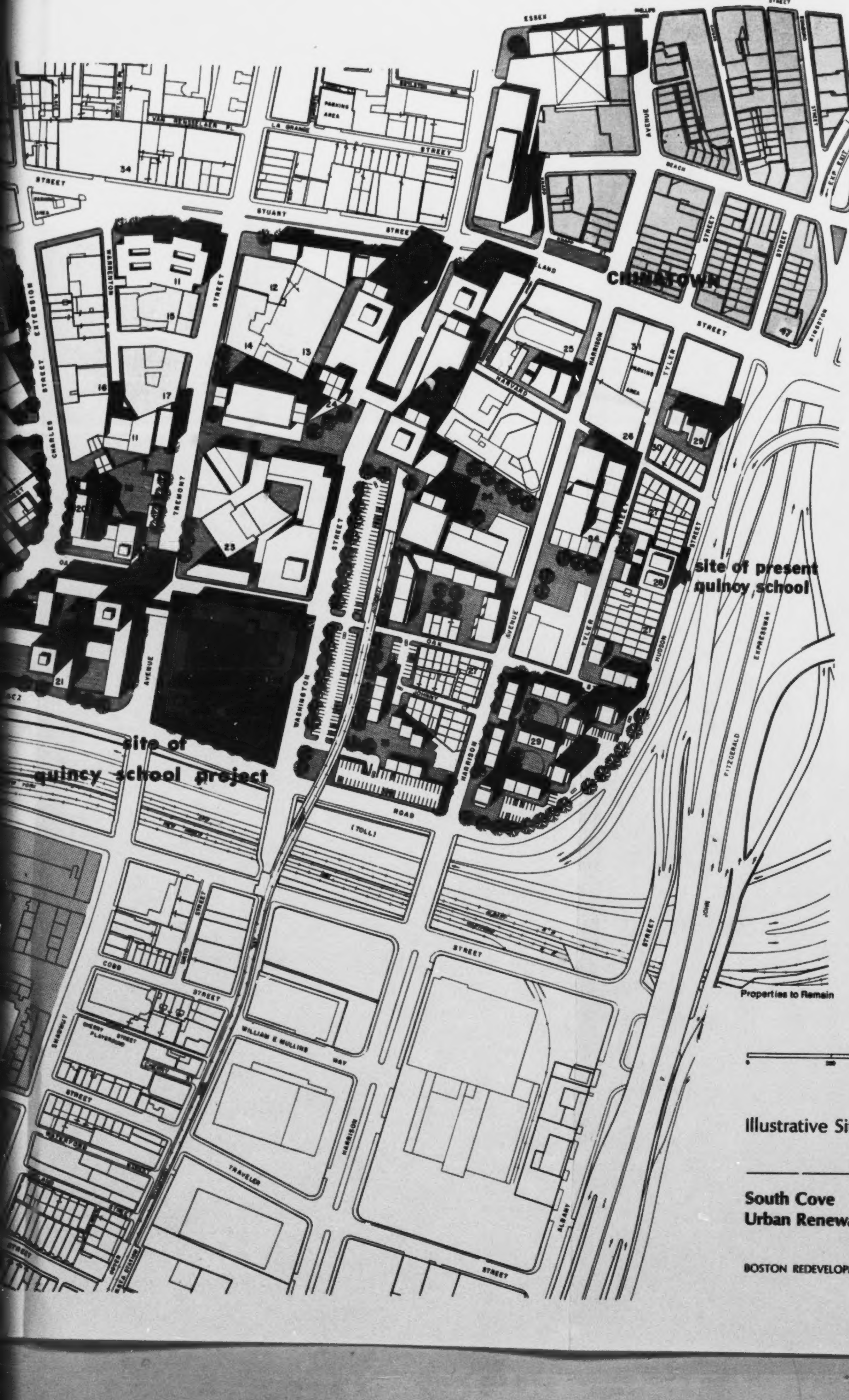
ESSEX
STREET
CHINATOWN
site of present quincy school
site of quincy school project
STUART
STREET
TREMONT
WASHINGTON
STREET
HARRISON
AVENUE
TYLER
HUDSON
BEACH
KNEELAND
CHARLES
STREET
EXTENSION
WARRENTON
VAN RENSSELAER PL
LA GRANGE
PARKING AREA
HARVARD
OAK
ROAD
(TOLL)
EXPRESSWAY
JOHN
FITZGERALD
WILLIAM E. MULLINS
WAY
TRAVELER
ALBANY
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1 / Youth Companion Building
2 / Police Headquarters
3 / Salada Building
4 / Salvation Army Headquarters
5 / New Fire Station
6 / First Corps Cadet Armory
7 / Our Lady of Victories Roman Catholic Church
8 / Abraham Lincoln School
9 / Bay Village Residential Neighborhood
10 / Boston Gas Company Building
11 / New Commercial
12 / Wilbur Theatre
13 / Music Hall Theatre
14 / Metropolitan Office Building
15 / Shubert Theatre
16 / Charles Playhouse
17 / Bradford Hotel
18 / New Public Park
19 / Proposed New Subway Station
20 / New Church
21 / New Housing
22 / New Quincy Elementary School
23 / Don Bosco Technical High School
24 / New England Medical Center Hospitals
25 / St. James Roman Catholic Church
26 / Tufts University Medical & Dental Schools
27 / Chinese Residential Neighborhood
28 / New Community Center
29 / New Chinese Housing
30 / Chinese Christian Church
31 / Garment District
32 / Chinese Merchants Association Building
33 / Chinese Restaurant District
34 / Eliot Garage
35 / Motor Mart Garage
36 / Statler Hilton Hotel
37 / Liberty Mutual Building
38 / John Hancock Building
39 / Young Women's Christian Association
40 / Morgan Memorial
41 / Animal Rescue League
42 / New Castle Square Housing

Properties to Remain ☐

N

Illustrative Site Plan

South Cove
Urban Renewal Area

BOSTON REDEVELOPMENT AUTHORITY

a 600 unit housing complex whose population will also be served by the Quincy School. This two year old moderate income complex houses whites (25%), blacks (30%), Chinese (30%), and Puerto Ricans (15%). A considerable number of these families have incomes below the marginal level[1], and only three percent of the Puerto Ricans and twelve and thirty percent of the black and white household heads have completed high school or above[2].

BRIEF PROJECT HISTORY 1.3

The South Cove has been the focus of many institutional forces during its interesting history. The most recent and perhaps most significant of these being the city's urban renewal program. The implications of an expansive renewal program raised some serious concerns in the lives of Boston South Cove residents.

Among the many concerns of Boston's residents was the extent to which the Boston Redevelopment Authority plans would provide for the projected educational needs of the city. The need for some kind of general urban redevelopment which would include new educational facilities was perhaps more clearly brought into focus by the scrutinizing examination of Boston's public schools published in the Sargent Report[3].

In keeping with the general theme of urban expansion, the Tufts-New England Medical Center began to look at some of its health care programs with regard to the changing community[4]. Included among the Medical Center's patients were pupils of the Quincy School, and the Sargent Report had pointed an obtrusive finger at the inadequacy of the existing school for even the present community. All of this presented an excellent opportunity for the Tufts-New England Medical Center to examine its own role and responsibilities to the surrounding environment.

The city-approved renewal plans provided for the location of several schools throughout the city, and the School Department included the historic Tyler Street facility among those to be transformed to meet the challenge of a new era. Thus America's first graded public school was to assume a new, though still uncertain, character in a changing and even more uncertain community. For years the traditional settling ground for most of Boston's (700+ annually) Orientals and Europeans of almost every conceivable extraction, the

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[1] Defined as $2,500.00 for one person plus $500.00 per additional family member annually.

[2] United Community Service of Metropolitan Boston. "South End Demographic Data" (memo). July, 1963 projection for 1960-70.

[3] A Report in the Schools of Boston; Cyril G. Sargent, Director; May, 1962.

[4] See Appendix 6.5 for chronology.

South Cove was abruptly severed from the rest of the city in 1965 by the construction of a multi-land turnpike extension. A few years earlier many homes had been demolished to make way for the South East Expressway and light industry.

Contact between the Boston School Department and Tufts-New England Medical Center signalled the beginning of preliminary exploration of a program for the new Quincy School. Passage of the Elementary and Secondary Education Act of 1965 set the stage for what was to become part of a new concept in educational planning. The first Title III application by the Boston School Department in April of 1966 included the Quincy School Project, which was by this time an integral part of the conceptual emergence of the All-American city. In September of 1966, the Boston School Department received its first Title III planning grant for the Quincy School Project to be conducted by the T-NEMC Planning Office.

The Quincy School would provide during these planning stages an excellent base for evaluating and examining the extension of health care services by Tufts. That the concept of the new Quincy School would evolve, at least in part, around health related concerns was perhaps natural during those early stages of planning by the Medical Center's planning staff. In January of the following year, an application for the first pilot program grant in health care was made. By July of the same year, a proposal for the second pilot program and a second year of planning was submitted. By late fall the first grant of $110,000 was made for the first year of the pilot health care program. A grant of $30,420 from Educational Facilities Laboratories also supported the planning effort. Recently additional assistance has come in the form of a $15,000 grant from the Carnegie Foundation.

The focus and scope of both the planning process and potential development of the Quincy School broadened significantly during the ensuing months. In the late summer of 1968 the T-NEMC planning staff and local residents came together for the first time in a formal setting to determine how best to deal with the Quincy School Project. The major problems inherent in the evolution of any new relationship were sufficiently overcome to enable productive development of further planning with significantly increased input. The mutual coalition of the T-NEMC planning staff, teachers, parents, interested residents and non-resident supporters signalled the beginning of the Quincy School Community Council.[1] (A history of the Quincy School Community Council is found in the Appendix and the reader is referred to it now for a better understanding of the dynamics of the Quincy School Project.)

The role of the Council, needless to say, would be difficult and would require frequent definition and redefinition. It would nonetheless be a role born out of a genuine and serious commitment on the part of everyone involved -- many of whom were involved for the first time in a meaningful way in the process of public education.

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[1] See Appendix 6.3 for history of the Council.

GENERAL PROBLEMS

Because the Quincy School Project is an urban affair, those involved here necessarily had to consider the general context of urban life. Accordingly, the Project has attempted to find solutions to many of the problems which are sapping the vitality of American cities. Aside from the specific questions of race and culture, there are problems generated by the nature of the city itself, including land use, service delivery, communications between a variety of groups, self-determination and community identity and pride. Health, education, recreation, family services, housing, commercial interests, and civic responsibilities all are affected by these problems. The fact that these services must be considered in conjunction with each other simply makes the situation more complex.

The problem of land use is perhaps too obvious to mention, and yet the scarcity of this two-dimensional commodity in high density urban areas has been a major determinant in the nature of the Project. Sites of any shape or size are now rare enough to require more than one use in order to achieve some measure of efficiency. In addition, these spaces can no longer be considered two dimensional. Uses and ownership must be considered in terms of levels as well as geographic location, posing legal and economic questions of control, of fiscal responsibility, of maintenance. These problems are simply by-products of the larger issue, however, and are certainly solvable.

In areas where mobility and coordination problems are approaching crisis proportions, the location of sites for community services is extremely difficult and must be approached in a unified manner both in terms of the population served and in terms of the problems to be solved. District lines have become so muddled and overlap between agencies so great that the end result is next to no service at all. The perennial excuse of manpower shortage would be greatly reduced if a defined and controllable system of service delivery could be designed. The solution is on one hand geographic and on the other systematic. If all services to a particular locale could be coordinated and filtered prior to implementation, the manpower resources could then be used more efficiently and effectively.

For the question of site location and mobility, centralization versus decentralization is the basic issue. Out of this issue grow problems of user need versus server need. For example, should health services be located in a community where residents have immediate access but where doctors are removed from the advantages of a hospital setting? Or, should services be based in a large complex where a more comprehensive level of care can be delivered and where, even though patients have a hard time getting there, equipment and resources are readily available?

One of the reasons for the escalation of these problems is a lack of communication between agencies and residents and among agencies themselves. Institutions delivering services have become to a large degree self-interested and self-motivating autocracies, and because of the general need for their services have become self-controlling. Two steps must be taken and a third is thereby implied. First, urban institutions must begin to coordinate their services. In order to do that they must talk to each other. Second, and at the same time, they must begin to talk to the people they are attempting to serve, for they are so far removed now from the general populations that in many cases their services are no longer relevant. Unfortunately, they represent the only game in town, and the people have no where else to go. The answers to many of the institutions' problems lie right in their own backyards. The residents can supply both information and manpower. They and only they assure institutional survival.

The third implied step is that of self-determination for the urban communities. Urban residents must feel that they, as individuals, can have some effect upon their own destinies. The scale of urban life must become more localized. This follows what has been said about service delivery. A community scale and a community system of service delivery go hand in hand. If residents of an area are going to be asked to make decisions, the choices must relate to them and to their sphere of influence. Accordingly, institutions must be able to localize their services and be prepared to accept community input as valuable at such a level.

The issue of community identity and pride is a natural outcome of what is outlined above. If residents believe that their needs can be met, that they can affect the course of their lives and their communities, they cannot help but feel some sense of identification with their homes and neighborhoods and take pride in expressing that identity. The question of local responsibility is no longer an abstract issue, but vital for institutional survival. "Responsibility for what?" and "How?" become the challenging issues in the development of new structures for increased local responsibility.

PROJECT RATIONALE 1.5

The Quincy School Project is an attempt to find solutions to the various problems posed by its particular context. The rationale has been that this Project is seeking to design a problem-solving system which is evolutionary; one which can change and cause change; one which has a life of its own and yet is dependent for life upon its participants; one which is a focus and a generator of community and agency action and yet is molded by forces from these groups. This project therefore seeks to establish a state of constant change and evolution. The product and the process are both fluid. The results of planning have been to establish the framework within which the dynamics of the situation can be operational and not anarchic.

The reason for creating such a framework perhaps needs justification. The existing urban chaos has resulted in part from the inability of institutions as operational entities and buildings as supporting environments either to meet the changing needs of the society or to utilize the increasing resources being developed by the culture. Accordingly, an interface between institutions and their "customers" must be established which allows for an evaluation of that relationship and which can adapt to it. Once the fact of change is recognized as inevitable, then the process of change becomes critical. This process must be controllable. Therefore mechanisms for planning and implementing change become necessary. Change will occur; the only question is whether or not it will be orderly. The most basic constant then in creating such a framework is that it be designed to accomodate change.

The second premise is that, by its nature, this framework cannot be passive. It must promote, guide and implement the alteration of its specific context. In short, it must have a planning capability. Simply to allow for the inevitable is a short-sighted waste of time as well as a philosophical mistake. The inevitable will happen anyway. Therefore, the interface mechanisms must be constantly preparing for and anticipating other happenings.

The Quincy School Project is attempting to become such a mechanism within a specific set of limits. These limits are both from prior arrangement and self-imposed. The context of the Project has already been described; the domains within which it is working are in the most general terms -- education, health, recreation, community services, and housing.

These various segments, while posing problems unique to each, represent a broad base of community and institutional need. Each relates across disciplinary lines to the other segments of the Project and externally to other non-Project functions. The network of parallel concerns and related service operations is complex. This Project, however, seeks not to attack or alleviate isolated problems which are served by single institutions or disciplines. Rather it is attempting to work at a deeper level. It is seeking ways of making urban life more livable, ways of capitalizing on the richness and strength of this particular urban context.

The process that the Project represents, then, is the key to its success. The Quincy School Project has become something much greater than the sum of its parts, for it has sought and is seeking solutions to far more generic questions than those dealt with by any one particular service function.

This rationale is for the Project as a whole and will continue to be so after the submission of this document, for while this submission is a significant step, the parties involved in the Project all recognize the amount of work that remains to be done. Section Five, Project Future, outlines many of the areas that need further attention and suggests mechanisms for carrying out the necessary tasks. But above all else, it suggests ways of continuing the rationale expressed above.

WHAT THE PROGRAM MUST DO

SUB-SECTION		PAGE
2.1	PRE-SCHOOL CHILDREN	9
2.2	CHILDREN, K-5	11
2.3	PARENTS AND OTHER ADULTS	14
2.4	TEACHERS AND OTHER STAFF	15
2.5	TEENS	17
2.6	IMMIGRANTS AND MINORITIES	18
2.7	THE ELDERLY	20

The South Cove - Castle Square community is diverse. This part of the document is an attempt to describe program criteria based on the needs of the different segments of the community for which programs are to be designed. Needs and program requirements are outlined below for each of the following groups: pre-school children, children K_1-5, staff of the school, parents and other adults, teens, immigrants and minorities, and the elderly.

Any division such as this is arbitrary. Those writing this document decided to divide this Section in terms of segments of the population served and to divide the following Section, dealing with program structure, in terms of disciplines involved. It is hoped that the disadvantages of both of the arbitrary distinctions are thereby minimized.

PRE-SCHOOL CHILDREN

2.1

Pre-school children and their parents make up a large percentage of the population of the catchment area for the new Quincy School. Demographic studies show that Castle Square and Chinatown will have approximately 550 pre-school age children in their populations by 1975. Many of these children will have the opportunity to go to kindergarten in the new school, but there are still many for which few programs outside the family exist. A day care center in the Quincy School could meet many educational, social and economic needs in the area.

Although there are no figures available, Chinatown probably has one of the highest percentages of working mothers of any area of the city. Many of these women work long hours in the garment industry, leaving their young children in the care of brothers and sisters, grandmothers or other members of the family. Currently there is no day care center in the area and there is evidence to suggest that these mothers would use one were one available to them, and if it could be open all day. A slightly different situation exists in Castle Square where, although there are working mothers, many do not work simply because the expense of an all day baby sitter is prohibitive and they have no place where they would feel their children are taken care of adequately. In both of these populations, the earning power of the woman is important to the family; in both, a well-run, all day, service for very young children is vitally needed to provide the option for mothers to work and to see that their children are well taken care of. There will also be a need for a program to take care of the children of people who might thus be free to work in some capacity in the new Quincy School.

The importance of a child's development in pre-school years is becoming more and more widely known and understood through such programs as Headstart and studies of the effects of poor nutrition. Parent education in early childhood development is one of the services that the Quincy School hopes to develop. The program in the school, however, can deal directly with the children in helping to see that they grow up healthy and that their development keeps pace with their potential for development. One of the things which the pre-school programs are showing more and more is that the division between pre-school and school age children is arbitrary with respect to a child's need and ability to learn and to socialize. Even though the day care center and the school are run by different agencies, continuity of programs should exist so that transition between them is natural, and hopefully some arrangement can be devised to allow some children to spend part of their day in one place and part in another. For example, a child may spend half his day in the school's first year kindergarten class and half in a nursery school located in the day care center.

The necessity for parent education in the areas of child development was mentioned above. The earlier a parent becomes interested and knowledgeable about the world of his child outside the context of the home and the family, the more likely he is to be able to support his child in this context and the more he will be able to see that those programs are in fact supportive of his child's needs. The children in any pre-school program profit by the involvement of parents in that program. Children of minority groups especially need to build positive self images through identification with adults. Therefore any pre-school program must first attract parents, and then provide them with an opportunity to become involved in the program.

There are two areas in which the pre-school population of this area have special needs which any day care center must plan to meet. One is the high incidence of non-English speaking children. Very young children can most easily and quickly learn a second or third language. Therefore there ought to be programs which enable them to learn English in a natural way. It is at this age, too, when children are increasingly establishing relationships outside the family, that many begin to feel doubts and insecurity about themselves. This insecurity is painfully increased for children of minorities whose "difference" is often marked in a negative way. It is at this age, that all children can begin to know and value differences among people, which is the basis, perhaps, for any understanding of the ways in which people are alike.

Many children in this area never see a doctor between birth and entry into school. During that time, health problems may go unnoticed and/or untreated and, in some cases, lasting effects of this neglect cannot be corrected. Health services for the total population will not be a reality for some years to come, but steps must be taken now to assure children a healthy life. Any pre-school program must provide health services to its children and health education to parents.

It is not expected that any one day care center could meet the need for pre-school services which exists in the area. However, as more centers become available, each will be able to learn from and support the others. It is hoped that coordination and sharing of resources will be possible, perhaps with one program spinning off satellite centers. A day care center in the Quincy School may become the major center, with branches scattered at convenient locations throughout the community. It must be possible for cooperative programs to develop, so that any of these centers could remain open weekends and/or evenings if there is need for it.

In addition to such established day care requirements as accessibility to appropriate playground areas and adequate indoor space, the children in a day care center must be able to use other facilities in the building which are appropriate for that age group, i.e., there is no reason why some of the children couldn't be taught to swim, and some of the gym equipment available for very young children should be accessible for use by the day care children when not in use by the children in the school.

CHILDREN - K-5 2.2

The catchment area of the new Quincy School will contain approximately 650 K-5 children. They represent the variety of cultural and social groups found within the communities described above and inherit both the problems and the richness of their families and communities. The fact that approximately 47% of these 650 children are Chinese and that a significant part of the other children are of other ethnic minorities means that these children have special things to contribute to one another and to the community and that they have special needs which the community and its institutions must meet. Obvious among these needs is the necessity for means to share ideas through common languages and for means to understand different cultures. More will be said about this particular aspect of programs for school-age children later. A slightly more general tone or philosophy about children and their needs must be outlined first.

The Quincy School Complex will contain a school for approximately 800 children. However, this school is designed to provide a learning center available to all, children and adults, into the evenings, weekends, and vacations. The ideas expressed below about children and their school should thus be read in the context of an educational center which could serve a total community. One of the things attempted in this document is to express a concept of school which puts less emphasis on a building (even though that's also what this document is very much about) and more on a structure for interrelating parts of an educational process -- with a building serving these relationships, though not limiting them.

The world in which we live is increasingly full of myriad opportunities and challenges which, at any age, demand that we respond, that we make choices. The age is past when we could do this choosing with any great degree of security. We are now living in an age which is forced to acknowledge the uncertainty which is the context of any decision. It perhaps has always been so, but the geometric progression of knowledge, the complexity of our world, social and cultural orders, the necessity for attitudes based on awareness of relativity, all make it imperative that we gain the security and self-confidence to be humble about the choices we must increasingly be able to make. This makes for a very exciting world, a very exciting time. And so with the education of our children. It should not teach "answers" where there are hypotheses or "temporary answers"; it should not teach false certainty, where reasonable men can no longer agree on absolutes -- and find their lives more exciting for that fact. It must, on the other hand, teach children how to make responsible choices in a world in which more and more choices will have to be made. This kind of learning demands basic knowledge about the world in which we live. But more than this, it demands that a child learn how to learn, that education be process-oriented rather than content-oriented. The development of an individual's thought processes should be primary.

Though our scientists, social scientists, psychologists and psychiatrists are continually describing the constants underlying human action and interaction, they are also finding that the differences among human beings are greater than we sometimes assume them to be. For example, we now know that, despite a good deal of commonality in patterns of growth and development, each child learns differently, not simply in terms of rate (our most common measure of "individual differences"), but in terms of a whole complex of factors, most of which we don't yet understand very well. We do know that each child has a unique picture of what the world is and that the ways in which this picture changes (the ways in which the child learns) are also unique. Thus, learning is not only individual, it is in some real manner private. Education should strive to maintain the individuality and originality of the learner, expanding the differences between individuals and creating a respect for those differences. The learning which takes place in a child is far closer to the heart of the educational process than is any teaching which doesn't fully provide for the integrity of each child's particular learning style. Emphasis should be upon a child's own way of learning.

A good deal of what we know about learning indicates not only the need to provide for individualized learning, but to provide also for a great deal more pupil directed learning, an obvious corollary of individualization. The two major arguments used against pupil directed learning, that (1), given the choice, children will choose not to learn, and that (2) there are some things every child needs to know and might not learn if there were no special provision for teaching them, cannot be supported by any factual evidence. In fact, there is demonstrated in nearly every child from birth an amazing desire and ability to learn, and the things a child learns, given an environment which enables him to do so, are precisely those things he needs to know. An alternative, somewhere between totally pupil directed learning and teaching a prescriptive content to all, needs to be articulated. The achievement of uniform goals, the accomplishment of standards in basic skill mastery or concept understanding is a legitimate and important aspect of education. So is the strengthening of individuality. Maintaining the right balance between the two is a problem which needs continual reassessment. Learning about things is a natural part of a child's life, and in the process of growing up, the better part of learning is done independently. Our schools must provide the growing child with the means to continue and expand a process he has already well begun. The inherent motivation basic to this natural learning experience is internal, based upon a child's desire to answer a question, solve a problem, fill a gap in his knowledge, make things fit together, glimpse a pattern, or discover an order. Schools must provide a child with opportunities to make choices about things relevant to his life and interests, helping him to understand the choices he makes, seeking to build upon his natural excitement and curiosity.

Resources must be structured so that a child can increasingly choose among a variety of exciting options. This requires that the teacher's role must be that of a partner and guide in the learning process, someone who possesses those skills necessary to establish an appropriate learning climate, an atmosphere as well as equipment and materials. The teacher must be constantly aware of each person's abilities and accomplishments, lead that person from one level of conceptualizing to the next, from his immediate interests to a logical learning process and allow him the freedom and responsibility of becoming deeply involved. A teacher should be a partner with a child in setting up that child's own curriculum or course of study.

Among the best teachers of children are other children. Much of a child's motivation comes from his association with peers. Children of different ages, different ethnic and linguistic groups, different abilities, different achievement levels and different interests have much to teach and to learn from one another. The children are the greatest resource of the Quincy School and the programs must seek to maximize this resource. "Exceptional" children who can profit from these programs and who can contribute to them should be included and both the environment and the programs should be designed to provide support to such children.

All of the principles expressed thus far are based on respect for the child as a person. The school must assume an active role in allowing a child to develop his own particular life style and basic set of values which will enable him to respond creatively to the challenges which face him. A teacher must not dictate a particular set of values or try to impose his own, but rather must help each person sort out his own experiences and seek a set of truths which can provide a tentative philosophy, one which can be re-evaluated in terms of further experiences and knowledge. A major aspect of this school experience is the social development of each child with respect to others around him, for it is within this dynamic and evolving context that children begin to understand and evaluate society in general. Each child becomes more and more aware of the values implied in social relationships, and each seeks to determine his own identity as a member of a variety of groups. In this, as in all the various kinds of learning a child will do, we must seek to individualize our expectations of a person's progress, judging not by some kind of standardized norm, but by an understanding of the complex combination of things which makes each person unique. A primary goal of education is the development in the child of a picture of himself as a person of value and significance who has a worthwhile contribution to make in today's world.

The environment within which students are encouraged to learn must be greatly expanded. The total environment surrounding each individual should become his school. The surrounding communities and the city with their many resources should be as widely used as the resources of classrooms and libraries. One of these resources of the community -- the parents -- must be brought into full partnership with teachers and children in the learning process. Parents provide a major part of the culture surrounding each child, and their support of their own child and his friends through involvement in the learning process is crucial. This involvement implies that they too will learn -- about their children and about the world in which their children live. The wealth of personal talents, crafts, hobbies, and travel experiences of persons from a variety of places should become resources. To provide a maximum learning experience for all students requires the involvement and support of the entire community.

PARENTS AND OTHER ADULTS 2.3

A particularly important segment of the community which has a direct and natural interest in the school complex is the parents of children who will be attending the school. An integrative and community-based school must emphasize parental involvement in all aspects of the school complex. Programs must be made sufficiently attractive and incentives must be offered to encourage parents to take an active role in the education of their children. This involvement is essential not only to the development of a consistent educational experience for the children, but in order to give parents a better understanding of how to help their children learn. In addition, the school complex must provide effective mechanisms for building a sense of community identity, for giving parents a better understanding of their environment and for involvement in the life of their neighborhood. In this way the Project can make a significant contribution to a strong, viable community.

Parents, through participation, offer valuable resources to the school. The area of language development is a specific example of this. The language difficulties in this community can be diminished by using parents as language resource people. The lack of English competence need not hinder a child's progress if someone, perhaps a bilingual parent, is available to work with the child in his native language. Parents and other adults can act as resources for a variety of skills, roles and experiences. All opportunities to tap community and parental resources must be thoroughly and continuously explored. Workshops and programs for training community people to work as aides and teachers should be a part of the on-going development of the school.

Not only must parents actively participate in their children's education, but they must be encouraged and permitted to become involved in the actual administration and development of the educational programs. Certainly a prerequisite for successful involvement of this type is a structure which permits effective communication between parents and staff. Parents, teachers, and administrators should have the opportunity to work together at all decision-making levels. This greatly enhances the interest, concern, and support of the community which the school serves, in addition to providing a unique relationship between home and school.

The school complex must not only utilize parental resources but must also provide service which responds to the needs of adults. This is particularly true with respect to information and education services. Parents' association with their children's school makes the school complex a natural center for the administration of programs in adult education as well as a wide range of family oriented services. Programs for adult education are of particular importance to immigrant and non-English speaking families and offer a method for better involving and equipping them for active participation in the community and society in general. This holds true for informational services as well. Programs must be effective in keeping adults informed on all aspects of the community so that they are aware of opportunities and services available to them. Three basic kinds of programs are needed: one, such as those in the "little city hall" operations, which deals at a societal level, another which is oriented to a broad range of family and personal problems, such as family counselling services. Included in the latter category would be family and community health care services, integrated with the health services for school-age children. The inclusion of diagnostic and referral services as well as actual treatment facilities would constitute a significant step toward meeting the critical health needs of the community.

The third general community service will affect more than the adult population but will perhaps be of most value to that group. A general information service and community newspaper should be included within the Quincy School Complex to inform community members of general happenings, opportunities and services, and to articulate issues for dialogue. Such a community-based newspaper (printed in three languages) has existed for several years in the community and is now being expanded. Provision for inclusion of a newspaper in the Quincy School Complex should be made, providing both an educational opportunity for children and a link between the community and the resources of the Project.

In the field of recreation, the Complex should provide recreational opportunities that are designed for family participation as well as those for particular age groups.

TEACHERS AND OTHER STAFF 2.4

The primary responsibility of teachers is to assist children in learning. Today in our fast changing world there are many new ideas, techniques and methods in education. It is important for teachers to keep abreast of these developments. Relevant pre-service and in-service training is vital and must include thorough exploration of the possibilities in flexible programming. There needs to be a reference library of current educational periodicals, new textbooks and books which can aid a teacher in understanding children and the ways they learn. Files should be kept of ideas and methods which teachers have found effective. The new Quincy School should have facilities and materials for teachers to develop their own teaching devices, games and papers, since a great deal of curriculum must be developed by teachers. A list or file of resource people in the community who can supply programs, demonstrations, or exhibits of their special interest or talent should be kept, although hopefully the teachers will know the community and its residents well enough so that the file is often unnecessary. For a teacher to be able to provide for individualized learning, she must have at her disposal a great variety of teaching aids -- books, workbooks, programmed instruction materials, tape recorders, film strips, 8 mm film loops, etc.

With the kind of professional support outlined above, teachers must have the freedom to exercise their judgment, to try new ideas, to make decisions concerning curriculum. Experimental programs, new ideas, staff decisions should be discussed and evaluated with pupils, with other staff, with school administration and with interested parents and should be shared with other schools. In order for this to happen, three kinds of relationships are crucial. The first is the staff-pupil relationship. Flexible programming should encourage both teacher and pupil to develop an honest understanding of the other. Before school even opens, teachers selected to be on the staff should have the opportunity to acquaint themselves in depth with the communities and families from which children come. Staff should have an understanding of the languages the children speak by studying Cantonese, Toi-San, Spanish and Greek, even if such a study is just an introduction to the language. If time and interest permit, teachers should be encouraged to pursue language training at a more advanced level.

A second vital set of relationships are those among the staff and administrative personnel of the school. There should be a flexible and open working relationship among all staff members, aides, teachers, volunteers, resource teachers and administrators. Open sharing of ideas and materials is essential in a team situation and should be expanded to include all personnel. There must be time during the school day for continual evaluation of the program. Conferences of staff to discuss programs, pupil progress and general evaluation need to be frequent. Materials and equipment should be available to all who seek them, and while necessity dictates that teachers should be accountable for these items, children should have direct and open access to them. With so many new programs, games and materials, teachers will need to work closely with media specialists in planning resource units. There is also a great need for specialists in art, music, physical education and science to aid the regular classroom teacher in planning units and projects and to work with children as time permits. Aides are needed to relieve teachers of clerical duties that take time away from working with children and to help with supervising and individual tutoring.

There must be opportunity on a regularly scheduled basis for teachers and other staff to meet with the personnel of the school health team that will be working in the school. This is an extremely important relationship and both medical and education staff and parents should do everything possible to develop a strong rapport so that health and education programs can be integrated with one another and knowledge from both disciplines can be used to propose solutions to identified problems.

The kinds of relationships which develop among the people working in the school will be the critical factor in determining the atmosphere of the school and will have great influence in the relationships between the school personnel and the parents and the community. It is essential that parents and other community members become involved in the life of the school. To insure such involvement, the community must be kept informed of the activities and programs in progress. Through such means as regular newsletters, periodic bulletins and announcements sent home and posted on community bulletin boards and active parent-teacher organizations, this can be done. Programs open to community members both during and after school should be stressed. Time must be set aside where teachers, children, and community members may plan school activities. Community members must be enlisted to keep the school staff informed of activities of the community, such as information about the Chinese opera when it comes to town. These same community members will have the responsibility of carrying news back to other community members. Teachers, administration and community should all participate in setting policy for the school since all have a vital interest in the quality and dynamic relationships which will make the new school a model.

A program must be devised which will allow those involved in the Quincy School to follow-up on the progress and development of children as they move through the middle school level. Such a program is potentially an extremely valuable tool for evaluation of the Quincy School program.

Staff working in all areas of the Quincy School Complex (school, health clinic, day care,etc.) must be able to relate to one another and the community in order to evaluate the integration of all the programs in the Complex and to assure that they are mutually supportive. Mechanisms which make these relationships possible must be developed before the opening of the School.

TEENS 2.5

The adolescent years are extremely sensitive ones. They are a time when boys and girls are making the transition from childhood to adulthood. As teenagers, they are becoming more aware of themselves -- their bodies, their individuality, their identity. They are asking questions about sex, about their role in this society, about their future. Some of their questions require factual answers; others require personal exploration and experiences. To cope successfully with the responsibilities accompanying new privileges, they need programs geared to their interests.

In making the initial break from home, teenagers look to their peers for security. Thus, they will form small "exclusive" friendship groups. Because of the diverse make-up of the South Cove - Castle Square neighborhood, many of these cliques will be along ethnic or class lines. Rather than deny the existence of such groups, the teen programs should recognize them and act to prevent their polarization. It should make available to every group an equal opportunity for use of all the various facilities and activities offered.

Gradually individual interests will emerge and teens, while they may maintain membership in their respective cliques, will form new special interest groups where they can further explore a subject with other teens. The languages of art, handcrafts, music, drama and dance are universal. In a multiethnic neighborhood, there exists the valuable chance to experience the various forms of expression of these arts.

It is also during the teen years when the young will begin to think about their role in society. What do I want to do for the rest of my life? How do I go about preparing for my career? What is my relation to this community? to this city? to this country? How much do I owe them? How can I put my interests to their benefit? Some will want to try their hand at different kinds of work; others will want to participate in social service activities. These opportunities should be made available in the Quincy School Complex so they can try out different roles and learn in the process. Guidance and support from adults will enhance their experiences.

The development of the sexual system results in problems, physical and psychological, for teens. They ask: Where did these pimples come from? How do I get rid of them? The girls want to know about make-up, about fashion, about attracting boys. The boys want to know, first why the girls keep bothering them; later how to relate to them. The opportunity to understand their physical and psychological selves must be available to them -- either in the form of books and programs or through the information, advice and support of adults. Concurrently, teenagers will need to develop their newfound energy and strength. They will want to learn to coordinate and control their bodies in sports activities such as swimming, basketball, gymnastics. The boys will be interested in body-building exercises; the girls in dancing. Individual as well as group competition will be important to them.

Teenagers hold great reserves of energy, talent and resources. Some of their interests and problems are common to all teenagers; others are unique to their age, class interests, community. In any instance they need to explore these creatively and constructively, either as a group or as individuals, in the manner most relevant to them without infringing upon the rights of others to do the same. This may mean different kinds of activities or it may mean different forms of the same kind of activity. In any case, it means a place which the teenagers can call their own such as a teen drop-in center.

IMMIGRANTS AND MINORITIES 2.6

The new Quincy School Complex should seek to create an atmosphere in which individuals and groups will not feel inhibited if they represent a minority position, point of view, ideology, or culture. Such an atmosphere should go beyond a mere tolerance of the differences among groups and individuals to stimulating a desire to understand and appreciate these differences. Education must provide for the creation of a meaningful role for urban residents regardless of language ability, educational level or social status. The responsibility for definition of roles in society has traditionally been dominated by the more educated, more articulate. However, if life is to be relevant for immigrants and minorities, it is not acceptable that others attempt to assign meaningful roles to them; rather, they must be able to participate in the shaping and selection of the life-roles best suited to their own needs.

Ideally then every possible combination of forces in life would confront each person as an individual so that he might profit by such exposure and chart the course of his life from a well informed position. Since this is neither possible nor practical, there should be a resource (or a number of resources) to which a person could go where he could achieve some introduction to an unlimited number of life experiences at one time or another.

WHAT THE PROGRAM MUST DO

Education must not be presented as a privilege to a select few who "qualify" because they have completed the requirements for mastery of a previous body of knowledge, but offered freely to all who wish to share in learning.

Education must assume the responsibility for counteracting the dehumanizing attitude which implies that anyone who speaks a different tongue or dialect or who displays some regional difference in speech or custom or some racial, ethnic or color difference is inferior. One effective approach to this problem would be the publication of information in appropriate languages. It is not impossible to develop a healthy appreciation for group and personal differences among peoples while at the same time encouraging the development of common skills and means of communicating for maximum mutual achievement and interaction.

Another important issue is the relationship between education and career opportunities and objectives. Every individual must be provided an equal opportunity to receive the skill training he needs and desires for entrance into meaningful career situations. It is important therefore that individuals are not misguided into dead-end futures nor inhibited by a lack of preparation for career mobility.

For the immigrant or recent arrival who speaks a foreign language some effort must be made to insure that a regular, normal component of the school program include instruction in the child's native tongue. Special programs should also be offered such as travelogues and geographic and historical accounts of the role of the particular culture in shaping world society. Such programs should be an integral part of other special programs which depict positive aspects of the local society.

For the individual who speaks English, but whose language is not what is considered standard English (poor diction, improper enunciation or other learned irregularities), language instruction should provide the opportunity to learn standard use of the particular language without making the student feel any less accepted as a person.

The problems faced by immigrants and minorities in our society are heightened by the absence of habits, behavior and customs with which the recent arrival is familiar. While we do not want to dictate the behavior of children, we do want to provide for the development of the particular interests of a given individual or group. It is important not only for immigrants, minorities and new arrivals but for society as a whole that the unique distinctions of individuals or groups be preserved rather than snuffed out. Among the particular needs to which education should address itself with regard to immigrants and minorities are:

1. Knowledge of what is going on in the community, the city, state, country, and world socieities -- effective information and communication service.
2. Some link with the place of origin and the significance of historical and current events there, whether this be across a town line, state line, or ocean.

3. Basic skills, language and culture of the present community.
4. Basic knowledge of the location of and procedures for services essential to a comfortable existence, i.e., legal, medical, vocational, etc.
5. Familiarization with transportation and communications systems.
6. Opportunities to continue the customs and practices of their previous community.
7. Servicing, in part, by those like themselves who can best understand and communicate in the manner that is more easily understood.

THE ELDERLY 2.7

Generally an ignored segment in American society, the elderly can present a different kind of resource as well as a different set of problems to their community. In the South Cove-South End, they make up a relatively large portion of the population. They generally live by themselves and have little to do, but they need to be involved in events and activities of the community as much as the more able-bodied.

The aged can prove to be a valuable asset to the Quincy School Complex for they have had many experiences and they have time. They can help teachers and they can share their knowledge with the young. They can teach language, music and other arts. In many cases, the elderly of this community are immigrants to this country. When they came to Boston, they brought with them skills no longer available or needed in an industrial society. Such skills are rare and should be retained. These skills also remain as manners of expression for the senior citizens.

If the elderly are to participate in and contribute to the Quincy School Project, they will first need safe and convenient access to the school. Their presence ought not be limited to a room labeled "Golden Age Club"; rather, they should be able to use all facilities -- recreation facilities, lab, workshop or lounge. They ought to be able to choose to participate with other members of the community in the School's activities or to rest in their own quiet lounge where they can read or watch television.

Effective programs for the elderly cannot be designed without real input from the elderly themselves. For this reason, channels of communication must be established in order to plan programs for the elderly in the Quincy School Complex.

PROGRAM STRUCTURE

SUB-SECTION PAGE

3.1 DAY CARE / NURSERY SCHOOL 21

3.2 EDUCATIONAL PROGRAM, K-5 22

3.3 ADULT EDUCATION 32

3.4 SCHOOL HEALTH 32

3.5 RECREATION 38

3.6 LITTLE CITY HALL 42

3.7 SOCIAL AND FAMILY SERVICES 42

3.8 COMMUNITY PRIMARY HEALTH CARE SERVICES 44

3.9 COMMUNITY RESOURCE POOL 46

3.10 HOUSING 47

3.11 ADMINISTRATION 48

DAY CARE/NURSERY SCHOOL 3.1

A specific activity program for the day care/nursery school center in the Quincy School Complex need not be given at this time. The Associated Day Care Services Board of Managers has authorized that organization to participate in the "planning, development and possibly the operation" of such services (cf. Letter of Intent, Appendix 6.1). This activity provides an excellent opportunity for community involvement, both in staffing and administration. Actual operation of the facility should be a community responsibility, if the community can demonstrate the capability to assume such a role. Some concrete suggestions to encourage parent participation in all phases of the pre-school program include: (1) an elected advisory council made up of teachers and parents with parents having the majority vote to insure a vital role for parents in the decision-making processes; (2) continual provision for exploratory workshops which which might give particular attention to parent and teacher hobbies and interests and ways of sharing those interests with young children; (3) provisions made for parents to assist actively in the classroom, with babysitting provided where necessary; (4) and finally,the program should provide a concrete vehicle for parents to explore directly new models of education for their children, new models of teacher-parent and school-community relationships, and the whole concept of parent participation in an educational environment, not only through the living workshop which will evolve out of the nursery program itself, but also through movies, films, trips to other schools and educational supply houses, speakers, and parent and teacher get-togethers. The program should produce a strong nucleus of parents able to articulate what they want for their children.

Not only should a concise effort be made to relate the pre-school program to the home environment, but also to the larger community to which the home and school belong. The pre-school program should therefore continually draw on community resources such as artists, musicians, photographers, community recreation programs, local bakeries, supermarkets, newspapers, cultural interest points within the local communities, nearby parks and ponds, etc. Continuous provisions must be made for children, parents, teachers, and community residents to break through the barriers of a four-walled classroom. An outline of the need for pre-kindergarten services and of the kinds of aims such a program should have has been given in the Section "What The Program Must Do".

The proposal is for a central day care/nursery school center for approximately 100 children in the Quincy School Complex with a series of satellite day care centers in various places throughout the community. These centers would be designed to serve primarily the resident populations of the South Cove and Castle Square. The satellite centers would probably have day care capacity only, their education capacity limited by staff availability. Medical personnel would make the necessary calls each day. Training for lay staff would be established early in the program so as to increase the capability of these satellite facilities. The central facility would carry the major part of the service burden in the early years of the project. In its clearest sense, this center would be an extension of the school itself. The concepts of the nongraded school can be extended into these younger age groups with the result that some of these children will be doing K_1 work well before the age level of 4.5 years. It is for this reason that a nursery school will be programmed as part of the central day care complex.

The proposed day care center would have an all-day program, and minimum staffing of one adult supervisor for every ten children (ten staff) would be required in addition to a non-teaching administrative director. A staff resource and conference area and an office for the administrator should be provided within the center. The staff area should have the capacity to serve as an observation point for as much of the center as possible.

Present Department of Public Health day care regulations require full or partial partition of space for groups of maximum size (20 children). 3,500 square feet is the minimum space allowance for 100 children for general activity areas. In addition, there must be toilet facilities (seven for children, one for staff), a great deal of storage space, staff resource area, and a separate room with space for at least three cots. It is expected that the food services for the school will also serve the day care center, and that the school playgrounds will also be used as outdoor play space for the younger children. Some outdoor space adjacent to the center would be desirable and a small snack preparation kitchen must be included. Health services to the pre-school children will be provided either by the school health staff or from the community clinic.

QUINCY SCHOOL EDUCATIONAL PROGRAM (K-5) 3.2

An educational program basically establishes a structure for bringing together children and resources in such a way as to further the accomplishments of educational goals. It does not describe particular curricula, for these must come from the actual teaching-learning process which that structure tries to provide for or encourage. Neither can the program dictate the relationships among all the people involved in an educational process, although it must be designed to foster those relationships which are judged to be conducive to that process. What follows is preliminary. It is a statement several years before the opening of a particular elementary school about the kind of structure which the future users of that school and the staff working with them feel represents the optimum environment for an educational process relevant to the children of the South Cove-Castle Square community. It is based on premises, goals, planning and on assumptions about the kind of future planning and development which must take place between the time of this initial statement and the time the school first opens its doors. It is based on long hours of discussion. It represents a combined decision-making process of residents of the communities to be served, teachers involved now in the schools of the area, the planning staff of Tufts-New England Medical Center, Boston School Department personnel (especially from the Educational Planning Center and the Department of Elementary Education) and consultants from a variety of institutions and community sources. We think it is symbolic of new possibilities for relevant education in an inner city area.

Premises

1. That a school should provide the kind of resources which offer a child as

wide a range of educational options as possible on a scale with which he can deal.

2. That both program and environment should support an educational process which will encourage children to become increasingly responsible for their own learning.

3. That the program must be relevant to the lives and interests of the particular children involved.

4. That teachers should be viewed (and should view themselves) primarily as resources for the children.

5. That there is an optimum number of students and an optimum number of teachers who can relate to one another constructively on a relatively continuous basis.

6. That the educational program should provide for children to teach other children.

7. That basic, heterogenous grouping ought to include such differences as age, ability, achievement, etc.

8. That a program of individualized learning can be adequately supported by a resource unit made up of a team of teachers supported by aides and health and curriculum resource personnel.

9. That parents should be actively involved in the life of the school.

10. That the school should draw resources (including personnel) from as wide an area as possible in order to serve best the needs of the children and teachers.

11. That "exceptional" children who can profit from the school program and who can contribute to it should be included. That therefore both the environment and the program should be designed to provide support to such children.

12. That because this school will be unique in a number of ways, teachers should be allowed to volunteer for service in the school. That these teachers should be given preparatory training before their service begins and should be able to have continued professional training throughout their service in this school.

13. That a full exploration of programs for multi-lingual education be made during the interim phase for inclusion in the school.

14. That such provisions as a good school library, food services to meet the needs of the children, and quality health services must be made.

The program for the new Quincy School is outlined with three groups of people in mind: the children attending the school, the staff working with these children, and the families and communities, which form perhaps the single most important context for the growth of these children. Decisions have been based on consideration for their creative and constructive relationships. A combination of centralized and decentralized resources will serve these groups in a structure designed to promote the development of imaginative programs for elementary school education. Provisions for strong parent and community input and and continued planning and evaluation seems to us the surest way, not only of assuring the school's relevancy to its community now, but of assuring that the school will keep pace in reflecting the community's changing nature and concerns.

The new Quincy School will be, in large part, ungraded. Arbitrary grade levels have been removed in many schools for a variety of reasons, including such things as increased flexibility in pupil pacing, more homogeniety in learning ability for groups mastering certain required skills, and a greater degree of individualized instruction. Non-grading may or may not foster these ends, depending on such things as pupil/teacher ratio, the ability of children to work independently, the amount of planning time available to teachers, and the kind and amount of materials available to both children and teachers. The two major goals of non-grading in the new Quincy School are a higher degree of pupil self-pacing and greater flexibility in grouping to allow for more individualization of learning. The problems of planning time for teachers, pupil/teacher ratio, availability of materials, etc. must be solved in order for the non-graded organization to promote the kind of freedom for learning which is its aim.

Based on the above premises, the Quincy School Community Council and the Quincy School Planning Staff propose the division of the proposed 800 pupil school into four relatively autonomous sub-schools of approximately 200 children (K_1-5 equivalent) each. While important aspects of the educational program relate to the total school, the sub-school is the heart of the educational process and is designed to provide a full complement of resources. The children in each sub-school will represent a cross-section of the total school population in age, ethnic group, achievement, and ability. The sub-school must thus meet the needs of a diverse group and will have the advantages which each member of that group can contribute.

A suggested model for the division of each sub-school into home-base type groups or team units is indicated below. The purpose of this grouping is to provide an environment of manageable scale for children, teachers, and the activities in which they will be engaged most of the day. Placement determinations will be individual, made primarily by the staff and the counsellors, and based upon emotional maturity and psycho-social development of the child. In most cases, this determination will be roughly equivalent to chronological age, but in many, it will not. 200 children might be grouped into team units as below. Grade equivalents are given as some indication of age and number of years in school, but it should be remembered that individual placement evaluation may change this model slightly.

PROGRAM STRUCTURE

GRADE EQUIVALENT		NUMBER OF CHILDREN	
Primary Unit:			
	K_1	33 (½ time)	16
	K_2	33 (½ time)	17
	1	7	7
			40
Elementary Unit:			
	1		26
	2		33
	3		16
			75
Intermediate Unit:			
	3		17
	4		34
	5		34
			85

The basic team of teachers for the Primary Unit will be two. The Elementary and Intermediate Units will have basic teams of three teachers each. Thus the scale in terms of numbers of children and pupil/teacher ratio increases from the Primary to the Intermediate Units, paralleling the child's growth in maturity and independence. The team units will be a large enough basic heterogeneous group so that the teaching teams can achieve a high degree of grouping flexibility within their units: individual study or small, medium, and large groups based on interest, reading ability, math skill, first language, age, sex, etc.

Each team unit should become a slightly larger, unique version of a developmental classroom[1], i.e., the total environment (space, materials, adults, organization) of a team unit must be designed to assist a child in learning things which are interesting and relevant to him, and which he can choose to learn. This does not mean that children will have total freedom to decide what they are going to study. It does mean that the total range of things which children can profitably learn and the ways in which they can learn them is so large that a rigid, pre-determined curriculum is no longer appropriate. The program, then, must provide a vast range of alternatives so that a child can be supported in his choices of what to study, how, and when.

It would be senseless to pretend that there are no problems involved in such a program or that most of the problems have been solved. An environment that turns a child on, that intrigues him, that asks questions and supports his search for ways to answer those questions is not an easy thing to create. The most important ingredient is sensitivity to the individual child, to where he's at. The time and ability to be sensitive to a child's needs must be provided for. Children must be assisted in taking full advantage of the environment. An individual, exploratory approach to learning must itself be learned. If a child has not learned it at home, then he must learn it at school before he can be expected to use it productively. There is evidence that styles and ways of learning differ not only from individual to individual but among ethnic groups as well. Does a Chinese child think and learn differently from a black child? Does he flourish with more structure than a white child? In order to orchestrate an environment which will intrigue and support each child, each child and his individual needs, capabilities and progress must be continually evaluated. These are examples of the kinds of problems which must be faced honestly and continually if the Quincy School is to have the kind of educational program which truly maximizes each child's potential and enables to continue his education as fully as possible.

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[1] As has been used in the Boardman School

Because this school provides a structure for individualization of learning, exceptional children, whether they be very bright or handicapped in some way, can be integrated into the school to a higher degree than in most schools. Any child who can benefit from the program and who can contribute to it will be able to attend. Special classes as such will not exist in this school, for most of the children usually found in such classes can be supported within the team unit. Special support areas within each sub-school are to be designed, however, to provide a more controlled environment for children who need it for part of the day. These spaces should be designed to be used by a variety of handicapped children; and since the school will contain four of these areas, a degree of specialization in their use may prove desirable. For example, one might be devoted to work with a group of children who are partially blind. Details of this area are outlined in the section on building. Also found in that section are the design specifications for making the total building accessible to and supportive of children with a variety of handicaps.

Clearly, this school will not be able to support trainable retarded children or severely emotionally-disturbed children, either in terms of program or in terms of staff resources necessary to accomplish any measurable good. And given the approach suggested, children with multiple handicaps will present a very difficult problem to the staff. The question of the degree of severity of handicap that can benefit from the new Quincy School cannot be answered directly at this time. Once the school is in operation; once the relationship between the Tufts-New England Medical Center and the school, which should be able to expand its capability in this respect, is more clearly understood; and once the use of the special support areas and the level of staffing necessary have become more definite, the level of involvement of handicapped children can be more closely defined.

A special kind of handicap is that of children who are bed-ridden, either at home or in the Tufts-New England Medical Center. Normally, these children are cut off from any meaningful participation in educational activities. For those children in the Medical Center, a two-way closed-circuit television system, which could be set up in any part of a team unit, would allow a bed-ridden child to continue to go to school and to some degree, participate in group activities. Once he became ambulatory, he could simply move to the school in person.

Children from the neighborhood who are bed-ridden at home would need another kind of mechanism, namely, visits by personnel from the school who could work with him for a portion of each day. Such a mechanism is described in the sub-section on the community resource pool. If the technology becomes economically and operationally feasible, a television system for such children may prove to be more desirable.

A great deal of evidence points to the necessity for more efficient and detailed "record keeping" in a non-graded organization than was deemed necessary for traditional classrooms. Each child will be learning skills and competencies - not, hopefully, in a regimented way, but when he needs them and however he best can learn them. In order to assist in this kind of learning, a teacher must be aided in knowing where each child is. Computer technology offers great hope for efficient and effective monitoring and record keeping, but it is not yet practicable for wide application. Evaluation of a child's learning, then, is another problem for which solutions must be found.

Both the team unit structure and the sub-school's structure encourage the goal of peer teaching. The effectiveness of one child teaching another child is demonstrated in families and schools every day. The program for the Quincy School seeks to take advantage of this by providing a structure in which children can work with other children on a one-to-one or small-groups basis, across age lines, either within the team unit or within the larger sub-school. Several schools have initiated a kind of "buddy system" in which older children are paired with younger children and spend time "tutoring" and "counselling" them. This idea has worked successfully in schools where it has been tried and may prove valuable in the new Quincy School.

In order for the non-graded program to succeed, there must be an abundance of exciting materials available in the sub-school and team units , materials which can engage children in productive activities. This is one of the areas in which staff planning is most important, for children will hopefully spend a far greater proportion of their time interacting with materials around them and with other children than is common in a traditional classroom. There must be a continuous, ample supply of inexpensive and/or expendable materials such as cardboard furniture, plastic containers, fabrics, paperback books, junk items, plants, and animals. In addition, the sub-school must be provided with such things as 8 and 16 mm projectors, tape recorders, opaque and overhead projectors, controlled readers, typewriters which children can use, Cuisioniere rods, abacuses, etc. (Closed-circuit television, in addition to being useful for a connection to the hospital, can act as an extremely useful teaching and learning device. Provisions for its eventual if not immediate incorporation into the school should be made.) These things should be accessible both to teachers and students, not locked away and saved for special occasions. Often teachers are not familiar with the kinds of materials available on the market, and a workshop on new materials appropriate for an educational program such as this should be a part of teacher-in-service training each year. Another problem, of course, is the necessarily limited budget with which to purchase materials. Equipment such as projectors should be part of the "furniture" of the school. So also an ample supply of less expensive materials. Because a teacher in a non-graded, individualized program must create a great deal more curriculum material than her counterpart in a traditional classroom, each teacher should be given a sum of money with which to create relevant material for students in her unit. It is of utmost importance that adequate storage space be provided throughout the sub-school.

The teaching staff must be able to provide for some freedom of movement from unit to unit, i.e., a child could move to another team unit whenever the staff judges that it would better meet his needs; a child may spend part of his day in one unit, and part in another; tutorial relationships might be encouraged between children of more than three years age difference. It will thus be necessary to express this flow in the spatial relationships among the team units within each sub-school, allowing for a flow of people and activities among the three units while assuring each unit a spatial identity and a degree of visual and acoustic privacy.

In addition, the children of the three team units will relate through the cenral resource area, to which each of the team units is open. The central resource area should contain a Projects Center for noisy, messy, practical work (building, creating, repairing, rearranging activities); a Science Center with basic lab and display equipment; a Health Center; a Language Center with portable language labs, books, study space; a Special Support Center for children who, for various reasons, cannot spend their total day in the team unit environment; and a Staff Planning and Resource Center. There should be a dynamic relationship between these centers and the team units so that, for instance, a group of children could use a portable language lab or science kit, either in the particular center or in the team unit space.

The structure and premises of the Quincy School provide that each sub-school be relatively autonomous. Each provides, insofar as possible, an orchestrated set of resources which encourage a child to choose to learn something exciting. These resources are geared for all ages, abilities, and interests and consist largely of inexpensive/expendable materials. Because of the sub-school structure, each sub-school, each team unit will have the opportunity to develop materials and programs to be shared and expanded across sub-school lines. A group of children from two or more elementary units may work to write and produce a play, or the children in the sub-school A may produce displays for and host a science fair, explaining their exhibits to the children of other sub-schools.

Each team of teachers will confer, not only with their co-teams in the sub-school, but also with equivalent teams from other sub-schools. In this way, ideas and materials may be shared; staff with a variety of experience and interests can deal with a problem; children can be guided and encouraged to use the resources which exist in a team unit or sub-school other than the one in which they are based.

The role of the teacher is significantly different in a program such as this. It is not any easier- probably more difficult, in fact- but it may also be more exciting and rewarding. A teacher is no longer chiefly a purveyor of knowledge, but takes on much more the role of an assistant to learning or a learning resource. She must be a diagnostician for each child, helping him become more involved in learning something interesting to him, acting as one of the resources available to him, and assisting him to move on to other things or explore more deeply a subject with which he is involved. As was mentioned earlier, a teacher in this kind of program must have the training and resources and evaluation tools to know where each child is -- what skills he has mastered, what his interests are, what ways he is best able to formulate and answer questions, how much assistance he needs, etc. A teacher must be familiar also with materials which might be appropriate for a child, have as much freedom to acquire these materials as limited budgets will permit, and, most importantly, be a creator of curriculum materials. All good teachers do these things. In a non-graded, more flexible form of organization, they simply become a much more important part of a teacher's role.

The team units in the new Quincy School will be staffed by teaching teams made up of two or three teachers and two or three community aides, interns, or trainees. The teachers or other staff should represent the ethnic and linguistic diversity of the student population. Much has been written about team teaching and probably little needs to be said here. Team teaching does not always work well. Teachers usually have a great deal of autonomy and privacy within their own classrooms, and many teachers prefer this to a team effort in which their role is much more public. Teams need time to plan together; they need to develop patterns of working together based on personalities, styles, and talents. The particular model a team follows (whether there is a master teacher or not, etc.) should depend on the nature of the teachers involved. Several different models could be tried in the school with in-service seminars used to evaluate them. The sharing of ideas and evaluations, the combinations of talents and expertise make a smoothly functioning team the most valuable of resources to assist a child in learning. Specialist staff consisting of health and curriculum specialists will work with the basic teaching team.

Because the role of the teacher in the new Quincy School will be significantly different from that of a teacher in a traditional classroom, the staff should consist as much as possible of teachers who volunteer to teach in the school. An extensive pre-service course should be given for all teachers before the school opens, and a series of in-service workshops, with input from a broad spectrum of resources including the community and universities, should be planned during the school year. It is recommended that, in addition to the planning time available during the school day, teachers be paid for three to five extra hours per week to enable teams to plan together and to meet with other teams. The new Quincy School, with a cadre of skilled teachers, university and other professional input, active community support, and experimental programs should be used as a laboratory for training new teachers and others working in schools (doctors, aides, resource specialists). Also recommended for consideration is an exchange of teachers between the Quincy School and other schools so that an increased number of teachers can gain experience in and knowledge of the organization, curricula, and philosophies of the new Quincy School. This school hopefully will be a model, not only for other schools in Boston, but for schools in other cities as well. It should be open, much as the Boardman has been, to visitors interested in seeing a model program in action.

The Quincy School educational structure offers a unique opportunity for the development of a number of programs in elementary education. It is quite possible for each sub-school to plan and try out ideas which could be expanded, not only to other sub-schools, but to other schools and school systems. The school and community, drawing upon whatever resources are available (and Boston offers a plethora of resources), could develop pilot programs geared to the needs of this particular urban population (language teaching), to more generalized urban needs (the preservation and strengthening of cultural differences while providing for communication and understanding among cultures), and to better learning possibilities throughout the country (programs using multimedia and computer techniques). One of the areas of particular interest to the team which has been working on the plans for this school is that of language teaching. Second and third languages and the conceptual frameworks they embody are most easily learned by young children. A good many of the children attending the Quincy School will learn English as a second language. At least four languages will be first languages of the children attending the Quincy School (English, Chinese, Spanish, and Greek). These facts present a rich opportunity, not only for formulating excellent English as a Second Language programs but also for going beyond that concept to one which is more in line with the philosophy of the school: taking advantage of each child's unique resources in order to make richer the life of the school. There will be a great deal of work done between now and the opening of the school in order to investigate the total field of language instruction so that programs might be initiated to teach Chinese children subject matter at their level of comprehension in their native language as they learn English; to teach a group of children in Spanish, the children including native Spanish speakers and those who are learning Spanish as a second or third language. These kinds of programs need not call for elaborate language laboratories; they do not require special environmental isolation. In fact, inexpensive, portable equipment, curious and interested children, and skilled, dedicated teachers are the essential ingredients for this and most of the other programs which we hope will be a part of the Quincy School.

A great deal of the physical education/recreation activity will take place within the sub-school, but such things as special dance, swimming, gymnastic or basketball activities will draw from all sub-schools and take place in appropriate facilities outside the sub-school. For some activities, most or all children will participate (swimming, playground activities), a fact which requires a certain amount of control over the number of children involved at any one time. Other activities such as dance, may involve only thirty children, which again requires some degree of scheduling. However, the premise that a child should be free to decide what to learn within certain structured limitations dictates that as few arbitrary scheduling decisions be forced on him as possible.

There are other programs which are carried out either at the total school level or jointly at the school and sub-school levels. Food services, health, library/resource center and music are examples. There will be many art, music, and library type activities in the sub-school, with books, films, records, and rhythm instruments, etc., being the standard resources in each sub-school. However, certain resources or activities demand a centralized facility such as a library/resource music room for orchestra practice and central storage of music equipment. Health and food services are integrated into the sub-school educational program insofar as is practical and possible, but each also requires a centralized program.

Program and design requirements for the library/resource center, food services, and the special resource areas within each sub-school are outlined in more detail in the "Building" section of this document. Recreation and health programs are described in separate sections as well as in the "Building" section.

Conclusion

Basic decisions concerning the organization, staffing, design, and philosophy of the new Quincy School have been recommended in this and other sections of this document. They are the products of only the first phase of planning for the school. The interim phase, between now and the opening of the school, is perhaps more important in assuring the success of the ideas outlined here, for a great deal of work is required to determine the specific details of programs and to work out ways in which they can be implemented. Plans for the following programs and for their implementation need to be designed during the interim stage. The many participants in the planning done so far can hopefully maintain and expand the working relationships which have been established during the preliminary planning stage in order to assure success in the second.

In each of the areas listed below, the Boston School Department has either initiated or is planning programs. These programs then could serve as basic models for duplication, expansion, or modification in the new Quincy School. This list is by no means exhaustive, but it does suggest some of the more important programs to be planned.

Language - programs in English as a second language and in bi- and multilingual education, including staffing requirements, pupil selection, relationships with other aspects of the program, materials, recommended methods and possible use of educational technology.

Evaluation - means to record and evaluate such things as individual pupil progress, needs, strengths and weaknesses; means to communicate this information to parents and middle school personnel; means to evaluate the effectiveness of the Quincy School program. Much of the work in this and other areas must be done when the school is in operation and will be further developed as the program evolves. However, basic models or experimental alternatives should be proposed for the opening of the school.

Teacher Selection - means and criteria for recruiting and selecting teachers who can provide the widest range of resources for the school.

Administration - development of models of school administrations to suit this unique school; development of a program for exposing future administrative personnel to the community and to the project, similar to the pre-service training for teachers suggested below; development of mechanisms for cooperation between school administrative personnel and other project groups.

Teacher Pre-service Training - programs to familiarize teachers with the environment, organization and the evolving philosophy of the school; the communities from which the children come; and methods of planning and teaching in a non-graded, team teaching situation. The training program should be a prerequisite for teaching in the new school and serve as part of the basis for selection of teachers. The time should be used for prospective teachers to get to know the children who will be attending the school, their homes, families and environment; to begin planning for the school year; to experiment with team formations, etc.

Community Interns - an intensive program combining classroom work with courses at a local university should be initiated for neighborhood people interested in becoming teachers. Such a program would bring additional local people into the classrooms, would increase the supply of trained teachers from the neighborhoods, and would provide professional training to residents who otherwise might not get the chance.

Training for Community Aides - both pre-service and continuing programs for para-professionals to prepare them for work in the Quincy and other new schools in Boston.

Health Care - the third year of a Title III Pilot Health Care project and continued planning by the teachers, community and T-NEMC will be the basis for more detailed proposals for the integration of health and education programs in the Quincy School and for their integration with broader community health programs.

Pilot Project in Use of Educational Technology - The staff, with the assistance of professional consultants, explored the feasibility of quite extensive technological, especially computer, systems for the new school. The consensus reached was that wide application was not feasible at this time, that the building must be designed so as to accept such systems in the future, and that a pilot project in the new school would be both valuable and feasible.

ADULT EDUCATION 3.3

No programming for adult education is presented here. However, several things must be kept in mind. First, use of space for both elementary and adult education is incompatible. The team unit area must be the children's own area. Thus, staff conference rooms or community rooms should be designed so as to be suitable for use in the adult education program. Second, the unique character of the South Cove-Castle Square area requires new approaches to the substance and operation of the program. Community input is essential for the development of an effective program.

SCHOOL HEALTH PROGRAM 3.4

This program is based on the body of current thinking about the relationship of health and education and, specifically, on the experience and knowledge gained in a pilot project in school health care delivery carried out for the past two years by T-NEMC under a grant from Title III, E.S.E.A. Several premises underlie the proposed health program for the new Quincy School:

1. That the health programs in the new Quincy School should be a part of a general approach to health care for this neighborhood.

This premise prevents the school health program from becoming an independent entity which is disconnnected from the problems of the larger community. It implies that all aspects of family care should be interrelated and coordinated with child care and general health education, thereby allowing for continuity of care and for adequate referral and follow-up systems to be established for children. A proposal for a community health clinic to be part of the Quincy School Complex follows in this section. School and community health care programs and facilities can thus operate as one unified and coordinated service, providing continuity of care.

2. That health and education are interrelated at all levels requiring a health program which is fully integrated with the educational program of the school.

It has long been accepted that the total health of a child affects his learning; the degree to which this relationship is true is only now beginning to be understood. A program of school health care can no longer be based upon routine physicals, standardized I.Q. tests, or lessons in teeth brushing. We know that a child's health and learning ability are intimately bound to such things as second language problems, diet, cultural assumptions (his own and others'), family health, etc. It should be freely admitted that no one yet can identify the full range of points at which health concerns are also educational concerns (and vice versa); that even when we can identify these areas, we may not know precisely what the relationship is, or how to deal with it; and that our institutions generally do not have the kind of flexibility which might encourage the development of imaginative programs to further our knowledge in this field. Nevertheless, the health program for the new Quincy School is designed to take advantage of those things we do know, those things we can do or can try to do. The health program, then, seeks increasingly to integrate health and educational concerns in order to provide the widest possible field of options to the total school.

3. That a school health program should concentrate on the promotion of good health (prevention of poor health), and the diagnosis of health problems, with follow-up programs to insure as high a degree of curative service as possible.

The aim of any school health program must be to maintain each child at his optimum health level. At the beginning of such a program, the emphasis must be to identify and treat those children who are in some way below that level.

Thereafter, while diagnosis and treatment of sick children is continued, the emphasis must be on early diagnosis and prevention of such illness. Just as a child's education is intimately affected by his total health, his health is affected by education -- by what he learns and by the manner in which he learns. "Health education", not compartmentalized as a separate discipline, but very much a part of a child's everyday learning experiences, should be the center of a school health program, with all professional preventative and diagnostic services falling into that category at the child's level of conceptualization. The discoveries a child makes about the world around him are always in the context of the self he is continually learning more about. The school health program should provide a vast body of information and understanding relevant to that expanding self of each child.

4. That community and professional interests should be represented in some form of on-going planning and review process relating both to the school and to community health programs.

Continued program development, by both lay and professional people, is necessary here as with other parts of the school program, and a mechanism for such review and continued planning must be established as part of the program.

As indicated earlier, the emphasis for this program will be the promotion of good health, i.e., the preventive aspects of health care. Rather than attempting to isolate what curative aspects will exist, each discipline will be treated in toto. These disciplines must operate within a context or structure.

General Approach 3.4.1

In order to carry out Premises Two and Three, the health program must be integrated with the educational program as much as possible on all levels. Accordingly, the delivery system must conform as much as possible to that of the school itself. This means a balance between centralized and decentralized services and facilities which parallel that of the educational program. The aim is that health concerns become a direct and indistinguishable part of the on-going learning process and therefore as many health activities as possible should take place in the teaching setting. The school is divided into four sub-schools of 200 children each (see Educational Program) which are generally self-contained and have both general learning areas and special resource areas. In addition, centralized resources accessible from all four sub-schools will be available for those materials and services aimed at the total school of 800. For the medical disciplines, the intent is to decentralize as much as possible so as to maximize contact between health specialists, students, and teachers. The approach is to establish in each sub-school a health resource unit for the staff and facilities which need not be centralized, and to develop this unit as an integral part of the teaching process. A central administrative and coordinating area will be located parallel to similar functions in the school itself. Certain specialized staff such as speech therapists or child psychiatrists may be based in the community clinic even though a large percentage of their time will be spent in the sub-school.

General Pediatric Services 3.4.2

The general physical health disciplines excluding nutrition (which will be covered in a separate section later on) will be concerned primarily with examinations and screening and with the general physical well-being of the children.

1. Screening:
   Physical examinations can and should be carried out in the sub-school resource area. Children would not be required to leave the teaching area and while scheduling would be necessary, waiting time could be reduced to a minimum. Eye and ear examinations and exams requiring sterile equipment could usually be carried out at the sub-school level. If more complex procedures or facilities were required, the pediatric section of the community clinic could be used. These services, as well as whatever first aid and emergency services are necessary, would be available to teachers and students on a short-notice basis for either consultation or diagnosis concerning specific children.

2. As a Health Resource:
   A major objective of this program is to make children aware of their own physical selves and to develop in them a sense of the importance of good health practices by bringing both practitioners and their services closer to the children and by making them available and apparent as resources. The simple process of taking a physical examination can and should become a learning experience for the child. Educational materials relating to tests, measurements, or examinations should be developed by teachers and doctors. Display, formal and informal classes, and individual doctor-student or doctor-teacher contact should be an integral part of the everyday process. In addition, community aides who assist in the classrooms have the opportunity to learn about child care on a first-hand basis. Some may even wish to specialize in this area and could spend a major portion of their time assisting doctors and in a sense train to become school health aides.

Dental Services 3.4.3

The specialized nature of the environment required for dental screenings and preventive measures dictates a degree of centralization. Therefore, all dental services should be carried out in a dental suite located within the pediatric unit at the community clinic. Whatever demonstrations or displays this discipline chooses to use for educational purposes could be handled in the sub-school depending upon supply and demand. Because of the service load generated by a school of 800 children, the dental practitioners will be primarily occupied with filling this need. Accordingly, they must work with other staff people in preparing materials for classroom instruction and depend upon teachers and aides to deliver such information. These materials would be integrated into the regular classroom operations with the dental staff acting as advisors when necessary.

Nutrition 3.4.4

Nutrition is a cross-disciplinary service. The relationship between the nutritional input and the operation of the school food services program will be covered later on (see "Building"). However, as a specific health discipline, nutrition plays an important role in the educational context of the school. The effects of poor diet upon learning performance are often not recognized for what they are. Children who are inadequately nourished cannot learn at their full capacity. Good food habits need to be promoted in the children and in the parents. Accordingly, the main role of this staff will be to devise means of integrating nutritional information into the curriculum. Beginning on a consultant basis, the program would include the use of the food service as an educational device and the development of mechanisms to get information to parents and the total community, as well as working in the classroom setting.

Mental Health 3.4.5

The mental health disciplines have a strong opportunity in the new Quincy School to begin developments in the areas of preventive mental health. Because of the scarcity of staff and the percentage of children who will be already ill, such an approach must necessarily grow out of the total project as it evolves. Perhaps more than any other aspect of the health program, these disciplines will depend upon direct parent involvement. In addition, they cross agency lines and would be potentially involved with all of the community and institutional services within the project. In order to facilitate the resolution of the immediate problem of children who need diagnosis and referral and the long-range problem of a comprehensive mental health program, the following initial steps should be taken:

1. Screening:
   By working with teachers and other staff and through observation, the mental health staff will find children who need to be screened for possible learning or behavior disorders. The basis for screening depends to some degree on the ability of the school to evaluate a child, and accordingly,proper, or at least more advanced means of pupil evaluation should be experimented with in conjunction with school officials and parents. As the process

evolves, screening will include more children than those recognized as problems.

2. Referral:
   Adequate mechanisms for the referral and follow-up of children needing treatment must be set up within the context of the social agencies and community involved in the project. Parent involvement is crucial, and therefore, the follow-up staff must be concerned with bringing parents into the school setting to meet with the health and teaching staffs to discuss and understand the nature of the child's problem. In order for this approach to work best, the center of treatment should be community rather than hospital-centered.

3. Remedial Programs:
   Children who have educational disorders will require special attention in the classroom setting. Accomodations for such staff and space as would be needed will be made in the sub-school unit. The precise nature of these programs will be determined as the school progresses.

4. Teacher Training:
   A major portion of the mental health program must be borne by the teachers. They are the child's closest contact with an adult in the school context and thus must be able to report well to the mental health staff. In order to make teachers aware of the possible problems involved, an on-going and extensive teacher-training program should be set up by the mental health staff.

5. Parent Training:
   If a preventive mental health program is to work, a parent program is necessary.

Follow-up 3.4.6

Mentioned several times previously, the follow-up process is a key to the success of any school health program. Screening alone, as the operational health program currently going on in the existing schools has shown, is useless without mechanisms to insure the likelihood of treatment. This implies as much personal contact with families as possible, not only to emphasize the fact of illness, but also to make clear the need for treatment. Many specific mechanisms for follow-up presently exist and more will be developed. The role of community organizations in such an effort is great. All follow-up effort must be fully coordinated with the community clinic and with other services available in the complex.

Available Resources 3.4.7

Tufts-New England Medical Center has agreed to provide a medical service plan by which all students of the new Quincy School as presently planned for 800 students will have free physical examinations, screening, and first aid (at a cost to the Medical Center not exceeding $60,000 a year), with referral of those requiring further diagnosis or treatment to family physicians or others as the circumstances may require; and further, that if other treatment facilities are not available to such students and their families, treatment will be provided by the Medical Center to the extent that reimbursement can be procured from such sources as special grants, insurance, Medicare, Medicaid, and the like, and to the extent it is not so available, the Medical Center will give them special consideration for care free or at reduced rates, consistent with its obligations to others.

The services outlined in the agreement would be provided by a team made up of a pediatrician, health coordinator, staff nurse, social worker, pediatric resident, dental resident, nutritionist, and part-time secretary. Other agreements make medical students and mental health staff as provided by the State Mental Health Program available for use in the new Quincy School. (cf. Appendix for appropriate letters of intent.) The Home Medical Service of Tufts University School of Medicine is expected to be able to provide some of the follow-up services.

Space requirements for the school health program are outlined in the section on building.

Conclusion

The school health program cannot be isolated from general community programs. Therefore, both aspects discussed in this document must be joined in their efforts to secure good health throughout the area.

Perhaps the need to establish general health education programs for the community-at-large has been understated. Such an effort must grow out of the combined forces of community, school, and hospital. It must be based on local concerns and resources and must work hand-in-hand with educational programs in the school. The new Quincy School provides an ideal situation for this to happen through its multi-service nature and its facilities. What is needed is a strong working relationship between the three parties involved and the money to accomplish their goals. The new Quincy School will provide its share of space and time.

RECREATION PROGRAM 3.5

Needless to say, learning to maintain good health and developing physical skills are essential parts of a child's education. Accordingly, time should be available each day for each child to engage in some recreational activities. Some of these activities might be coordinated with what the child is studying in health and science. For example, if a pupil has just finished reading about the eye, he may want to participate in games or exercises where eye movement is important. Such an activity might even take place right in the classroom.

Assuming that a great deal of a pupil's time will be self-directed, strict scheduling of physical education time for all children may not be desirable. On the other hand, since facilities and staff are limited, some degree of scheduling will be necessary. In the recreation program, as in the educational program, each pupil should be able to explore freely those activities most interesting and relevant to him. Physical education should mean more than having to execute a series of exercises or dance-forms. Rather, movement of the total body should be seen as a manner of expression, as is language, art, and music. The recreational forms of body expression are many and varied, and depending upon the availability of certain facilities, the children should have the opportunity to learn and enjoy those different forms.

The specific nature of those facilities and the staff required to operate them adequately are suggested below in a series of guidelines. They represent the pooling together of information and suggestions from the P.E. Department of the Boston School Department, Parks and Recreation Department of Boston, the South Cove YMCA, and interested community residents (see Letters of Intent in the Appendix).

Gymnasium:

A large gymnasium will provide the space necessary, outside the regular classroom area, to accomodate 800 children during the day for group exercises, free play, running, and other exercises. Provisions for basketball and volleyball should be included in its design as well as a variety of equipment for whatever other activities are programmed for its use. Male and female instructors will be needed to organize and supervise programs, to handle equipment, etc. High school and college students from the neighborhood could assist part-time.

Exercise Rooms:

A series of rooms designed for specific activities such as weights, judo, gymnastics, dancing (ballet, etc.), and some measure of physical therapy should be included in the program. Staff required will coincide with those mentioned above. Personnel at T-NEMC may be needed part-time for work in physical therapy.

Swimming Pool:

The desirability of giving children an opportunity to learn to swim is unquestionable. While pool activities are limited to swimmming, diving, water ballet, and some water games, the learning of these skills will enable children to engage, at some later point, in other activities such as water-skiing, boating, etc. outside the immediate neighborhood. In addition to a full-size pool, a smaller, shallower pool for instruction of young children should be placed either adjacent to or as a continuation of the larger facility. The Boston School Department has advised strongly in favor of an L-shaped pool. Instructors will be provided either by the YMCA or the Parks and Recreation Department or the Boston School Department.

Auxiliary Facilities:
All recreational facilities have a series of dependent areas, such as showers, locker rooms, storage, control points, etc. Since many small children will be using the facilities, design for unobtrusive supervision is important.

Playground:
A playground off the street level will provide an outdoor play area and can even be profitably used for classwork (painting, biology, etc.). Such a playground should be accessible from the classroom, as well as directly and visually from the street, and must be designed to be safe, both from the point of view of those using the playground and those using the street below it. Tables and benches, swings, sand-boxes, etc. are standard for kindergarten through 5th grade children. In addition, there might be provision for track, basketball, tennis, etc. Supervision will be necessary during the school hours but can be kept to a minimum if the area is designed properly and if it is used extensively by residents throughout the day.

After school recreation activities can be more meaningful to the child if he sees his family also participating in such activities. Provision for teenagers, adults, and the elderly should be made, then, in all facilities. The swimming pool should have a wide deck so that parents who want to lounge by the pool and watch their children swimming can do so comfortably. The gym and pool should be of standard size so that meets and competitions can be held. Stands for public viewing will be necessary.

Stands, possibly in the form of fold-out benches, will be used in the gym. When games and meets are not being held, the gym should be big enough to accomodate several practice groups.

The playground, it should be stressed, must allow for easy and convenient access (stairs and elevators). Adult-size benches and tables should be available at the playground, as well as space for outdoor basketball and tennis.

Additional auxiliary facilities may be necessary for the adult community (i.e. full-size lockers rather than basket lockers).

Some scheduling will be necessary if everyone in the community is to have an opportunity to use the facilities. The exact nature of this scheduling remains to be outlined. The question of personnel also needs to be worked out between now and the time the school opens. At any rate, as the Boston Public Schools Physical Education Department says, it is hoped that once the school is built, the key to it can be thrown away.

Drop-in Center:

The Drop-in Center, too, should have immediate access from the street. The YMCA has recommended that such a center should be no less than 4,000 square feet, thus allowing for one big open room and two or three small ones. Small areas within the open room might be defined by furniture and/or shape of room for normal use. Furniture can be rearranged to accomodate dances and other gatherings. The two or three small rooms can be used by special interest groups, i.e., a TV room and a hobby room. It should program a variety of activities that appeal to all age groups: young - games, teens - juke-box, adults - hobby room, T.V., reading-lounge area.

A director for the Drop-in Center, either from the YMCA or Parks and Recreation Department, would coordinate game room activities and schedule a variety of programs.

COMMUNITY RESOURCE SECTION (sub-sections 3.6, 3.7, 3.8, and 3.9)

The new Quincy School will truly be a community school in the extension of its identity as the only public educational facility in the area to include direct community services. The proposal is that this project include as a part of its responsibility to the community provisions for direct contact between residents and community service agencies. The rationale for such provisions is that the South Cove-Castle Square area has, at present, no centralized point to which residents can refer for help in family or community problems; the new Quincy School, being centrally located, presents a logical site for such a facility; the resources, institutional and residential, that are being applied to the new school can serve a larger population without major organizational alterations and without disrupting the priority of service to the school; the new Quincy School, as a multi-agency operation, would be readily identifiable and accessible as a service center. The need for coordination between the various agencies already present indicates that a joint operation such as is proposed would provide a higher level of service while making the full range of information more accessible to all residents. So many of the problems that arise in this community overlap various agencies and disciplines that a centralized and coordinated facility would be better able to diagnose and serve the particular problems that arise. Agencies operating in the school will be able to contact families through the children in the school. Continuity of service is thus maintained and immediate contact with the proper agency is assured. Through the expanding operation of such a center, information on the problems of any particular family could be available to the school, the hospitals, or whatever agency is concerned. As a result, each agency will be better able to carry out its particular role.

In addition to the facilities of the school itself and the Drop-in Center for teens, a community resource component consisting of a primary care health clinic, a little city hall, and family services is to be included. The clerical load for the above services is impossible to determine until detailed programming is completed. All will be in need of secretarial services, and a pool of two secretaries (to be expanded when necessary) should be established in conjunction with the offices of these people.

"LITTLE CITY HALL" 3.6

The Office of Public Services intends to staff space which will serve as an extension of its services in the South End area of Boston. Their specific program is determined by the purpose of the agency and need not be outlined here. Both the nature of the Quincy School Complex and the scale of the communities to be served make this an attractive site for direct extension of city hall services. The O.P.S. and communities hope to test experimental programs in such areas as police protection, sanitation, fire protection, etc. The "Little City Hall" located in the Quincy School will be an action-oriented agency, constantly involved with its community in a search for mechanisms which will allow city services and the people receiving those services to be responsive to one another.

SOCIAL AND FAMILY SERVICES 3.7

The involvement of the social work disciplines in the Quincy School Project represents a valuable extension of all the services housed in the complex. The exact nature of that involvement is unclear for two reasons: first, because no single agency has offered to assume a direct leadership role (Family Services Association has offered a very limited involvement. see Letter of Intent, Appendix); and second, because of the conflicting views and directions that have been proposed by those people who have in one way or another assisted in the planning of this aspect. What is proposed below is a blending of a variety of viewpoints whose direction has been determined by a series of professional social workers and a group of informed residents who have tried to put the various ideas in line with the needs of the local population as felt.

There are two basic roles that this profession should play with respect to the Quincy School Complex. The first is aimed at improving the services that the various institutions will offer through the Project. Social workers can offer a follow-up function at a detailed level for each agency and in so doing, act as a direct extension of these agencies. They can track down problems discovered by the school, the health program, the "Little City Hall", and so forth. They can assist people needing these services to find the proper place and time to get them and, should these services be unavailable within the Complex, they can arrange the proper referrals. In addition, social workers should act as a direct link to places like the Tufts-New England Medical Center when specialized services, otherwise unavailable at the Quincy School Complex, become necessary. Finally, social workers should provide a vital role in disseminating information about the complex and institutions which are involved and in collecting information about the communities for the institutions.

The second role which social workers should play is that of direct service to community people. Case work and perhaps more important group work are functions which should be a direct and valuable service to individuals and families of this community. This role and its methods of operations is the most confusing part of trying to define the kind of involvement this discipline can play in the Project. The nature and direction of social work at this level is reflected in two basic approaches that have been suggested and are as follows:

> First, that social workers are an extension of the agencies requiring their services. For example, a hospital requires medical social workers, and a school requires a school social worker. This indicates that social workers are by training specialists and are oriented to specific types of existing institutions.
>
> Second, that social workers work on a family approach and focus on people problems rather than on problems related to professional disciplines. Their role would then be that of a generalist who is aware of a range of services and could assist a particular family in a variety of areas. They would not represent a specific institution but a range of agencies and services. Their role in the Complex would not be limited to specific problems but to the entire operation.

The separation described above may be an oversimplification of a very complex and involved profession. It does, however, lead to the emphasis that is needed for the involvement of the social work professions in the Quincy School Project. Since, as has been stated in many ways throughout this document, this Project is seeking not to serve agencies, but to assist agencies in serving the community with a wide range of services, a general approach to social work seems to be most in keeping with the Project's objectives. Therefore, social workers, whether employed by a specific agency such as the Medical Center or by an organization which is project-wide in its orientation, should aim at and even be assigned to specific families with the full range of problems that each might contain. Group work and casework, in addition to having specific objectives, become extensions of a community service operation and not functions of one particular kind of service.

This does not mean that social workers are undirected by the various disciplines present in the Project. For example, if a family or individual requires psychiatric attention, the social worker involved with that case would need to work directly with and under the supervision of a psychiatrist. In the case of a multi-problem family, which in many cases exhibits a level of problems far beyond the capabilities of the social work profession, the social worker involved should act as a sort of coordinator of services for that case. The service which is needed can be focused quickly, and rather than having to plod through the tangle of individual agencies, the family can be helped with a minimum of red tape or time wasted.

One of the principal questions is whether or not social workers are trained to work in this kind of operation. The information and advice received seems to indicate that the specialist social worker who is setting-oriented is far more prevalent than the generalist described above. In any case, two other aspects of social work are important to this project, namely, research and teaching. Boston has a number of schools of social work and the involvement of one or more of these schools would be of benefit to all concerned. Such a collaboration could do three things: first, it would provide a different kind of setting for social work education allowing for either a discipline-oriented or family-oriented training; second, it would provide the Project with skilled personnel that otherwise might be unavailable and at a low cost; and, third, it would provide an opportunity for residents to become involved in a training program within their own community. In addition, the Project offers a wide range of research possibilities to such a school.

The range of suggestions for staff has been so varied both in terms of numbers and types required that to make an additional suggestion at this time is unrealistic. Based on the commitment by the Family Service Association, a small amount of space is being devoted to this aspect with a clear indication that if or when the program expands, the space can likewise expand as necessary. This service should relate to the total Project and as the Project evolves, the professional input will change as well. As unclear as this section may be, the needs are very real and the solutions will become more defined as the entire effort procedes.

COMMUNITY PRIMARY HEALTH SERVICES 3.8

Rationale 3.8.1

Recognizing that there is a tendency for more and more people from inner-city neighborhoods to turn to general medical clinics and emergency services for their health care, and that the decision to post-pone medical care until it is viewed as an emergency is influenced by cultural perceptions, distances, waiting periods, costs, as well as the lack of private practitioners in the inner-city neighborhoods, we propose the inclusion of a community center for primary health care in the Quincy School Complex.

Much as rural families once looked to a single individual for services ranging from obstetrics to tooth extraction, we seek to provide a facility to which any resident will feel free to bring any medical problem. Such a facility must provide not only diagnostic and referral services, but must also offer primary care to the same extent that a private doctor does in his office. This insures that the majority of patients receive care for the majority of illnesses without leaving the building, and permits families and individuals to become increasingly familiar with the staff and the equipment. Thus an eventual serious illness no longer necessitates referral from one unknown face to another, but provides a point of reference through which the central hospital is related to the community. Both patient and family have an available channel for transmission of information and relief of anxiety.

Each characteristic of the health facility must therefore be carefully designed to assure continuity with the local community -- including the rest of the Quincy School Complex -- on the one hand, and with the hospital and medical community on the other. Doctors must be people relating to other people who are their patients. Each individual wearing a white jacket is introduced as a medical student, intern, or staff physician, just as each patient wearing a hospital johnny is an electrician, housewife, or engineer. Mystique is replaced by communication; illegible prescriptions written in Latin, by explanation of the therapeutic and side effects.

Thus, when children in the school are given a tine test, both the procedure and the name of the individual administering it are known in advance by most of the children and many of their families. Follow-up becomes not an intrusion of foreigners but a discussion between people who know each other. And the initiation of such discussion becomes more and more the role of the residents themselves.

School medical and dental diagnostic services must therefore be operated in conjunction with, and identifiable with, the general community diagnostic and primary care facility. Staff fluency in neighborhood languages and dialects is mandatory, as is a knowledge of community living standards, values, and customs. Mutual support of health education and recreation programs thus begins to create a whole far more than the sum of its parts and with greater capabilities in each area than could be achieved separately.

Program Components 3.8.2

While recognizing that a full complement of services may not be offered immediately, the following should be planned for in order to develop a continum of care:

1. Pediatric care - for infants and young children with emphasis on treatment services of the children of the school catchment area, and including adolescent care.

2. Obstetrics and office Gynecology.

3. General internal medicine, including gerontological care.

4. Dental services for children. Due to the proximity of the new dental building of T-NEMC and the high cost of installation of dental equipment, purchasing adult services from the new facility should be explored.

5. Supportive services, especially social work and public health nursing. Others will be integrated as needed.

6. Mental health services - Stressing services for the school child, the off-site facility should be prepared to provide a fuller range of services as needs are identified.

7. Laboratory - Limited laboratory services in support of treatment services must be provided.

8. Emergency Treatment Center - A separate, identifiable emergency area which can double as an extra treatment room.

Planning for Program Components 3.8.3

As much of the planning as possible will be done through transition programs developed to phase into the new facility. However, a plan for phasing is also proposed in the event that it should prove necessary. Bi-lingual professional and allied personnel need to be recruited whenever possible, and training programs must be developed in order to open jobs within the center to residents of the area. Phasing at three month intervals is proposed.

1st phase - Treatment services for school age child:
Full range of preventive, diagnostic and curative services for infants, very young children.
Full range of services for adolescents. Supportive services should be operative simultaneously with opening.
Existing Home Medical Services for sick children should be coordinated with the beginning of pediatric services.
Emergency Service for all age groups should be open as early as possible.

2nd phase - Maternity care, office gynecology, family planning, pre-marital examination, etc.

3rd phase - Adult medicine.

4th phase - Increased emphasis on adult medicine with particular concern for services for the elderly. Existing Home Medical Services for adults should be blended into the geriatrics program.

COMMUNITY RESOURCE POOL 3.9

This project is in a position to offer a unique service both to its users and to the agencies participating in its operation. This service would be the creation of an organization of community residents who would operate within the complex and assist the agencies in carrying out their functions. Because of the varying needs of the operating groups with respect to local knowledge and expertise, and because the community contains a series of resources as yet untapped, the creation of a pool of community workers, which would be independent from any one agency but which would serve all who had need of such people, would accomplish the following objectives:

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First, it would allow each operating group to procure additional personnel as they needed it on a temporary or permanent basis;

Second, it would provide each operating group with the opportunity to strengthen its system of service delivery by using people who would understand local concerns and who would have local skills, like language, for example;

Third, it would act as a training program for community people who want to become involved with any of the particular services available in the Project, for example, the training of teachers or medical personnel;

Fourth, it would offer an invaluable outreach capability to the agencies involved in the Project, both in terms of seeking information about particular families and in terms of disseminating information about Project functions;

Fifth, it would offer full or part-time employment to people who are unskilled or who are unable to leave the immediate community for any period of time;

Sixth, it would provide a very direct means for involving residents in the Project and for making the entire operation more local in nature.

In many ways, this service parallels the social and family services component discussed in a previous section. Two basic approaches can be applied: either these people are assigned to an operating group and work specifically within that particular domain, or they are assigned to handle a particular function which relates to more than one agency. Both alternatives have value and should be maintained. Their application depends upon the person involved and the project need at the time.

The kind of support that this resource pool can provide to the agencies is unavailable through any other proposed mechanism. As a result, the resource pool should be somewhat independent of any single agency and administered on a project basis.

In a later section of the document "Project Future", a possible means of organizing the total project by the use of a Condominium Corporation is discussed. The Community Resource Pool should be operated by this corporation. It can then serve each agency as needed and be somewhat closer to the community itself.

This proposal is dependent upon outside funds, an aspect which is likewise discussed in the section, "Project Future".

HOUSING 3.10

From the beginning, housing of some sort has been seen as an important part of the Quincy School Complex. Until recently, the problem of economic feasibility has blocked any firm proposal. However, with the creation of the Educational Facilities Authority at the State level, it is now possible to build a form of housing that can in addition provide the funds for the other private pieces of the Project, like the Day-care Center and the Drop-in Center. This housing will probably consist of some 150 units of married student housing for the students and other related personnel of the Tufts-New England Medical Center.

While recognizing that this type of housing fulfills only a segment of the total need with respect to the residential area, the question of economics proved to be decisive. At the present time, the Public Facilities Department is seeking ways of building an additional 50 units of open housing of one form or another to supplement the married student housing. It is urged by all parties in the Project that, if possible, these additional units be constructed.

Aside from the economic reasons, married student housing does contribute to the Project and to the community. First, it takes a sizable population out of the housing market, therby making other units available to more permanent residents. Second, it allows, as indicated above, for the construction of sorely-needed ancillary facilities for the local community.

The program for the housing is elaborated upon in Appendix 6.4.

ADMINISTRATION 3.11

The complex structure outlined in the previous sections will necessitate the design of an administrative mechanism for the Quincy School Project that does not frustrate the relationships implied therein. The physical proximity of school and community health services; of school, city, and community recreation programs; or of the school itself and the educational resource of the Quincy School Complex; will be of little value if their staffs are marching to the beat of entirely different drummers. Experience gained from the T-NEMC health project operating in the present Lincoln and Quincy Schools supports the view that good will and good intentions are not sufficient in coordinating the efforts of multiple staffs serving a single population.

For example, the swimming pool will very likely be staffed on some occasions by the Boston School Department; on other occasions by the Department of Parks and Recreation; and on still other occasions by the South Cove "Y". While not minimizing the right and responsibility of each institution to continue in authority over its own employees, it appears crucial that from this authority some responsibility must be delegated to a central Quincy School Complex coordinating body which then becomes knowledgable and able to act concerning all phases of Quincy School Complex activity.

A second example is that of custodial and janitorial services. While each agency may have individual responsibilities in these areas with respect to their own spaces, the coordination of their efforts is critical for the building to operate sommthly and to be open at the times when its use is required. If no single agency can be responsible for these duties, then at least a mechanism for joint operation is necessary.

Such a body can therefore function largely in a task-oriented rather than source-oriented frame of reference, making decisions -- subject to the resources and commitments of the participants -- which best apply the total available resources to each task. An equally important effect is that their common responsibility to this body will enable each staff member, regardless of profession or employer, to become identified with every other staff member. Thus the Quincy School teachers and the T-NEMC physicians can see one another as "one of us" rather than "one of them", and the comprehensive scope of the resulting supervisory body acts to minimize any opportunity for conflict between a desire to "do one's job" and a desire to "satisfy one's boss".

A discussion of the possible models for such a Complex Coordinator would be beyond the scope of this document. Its structure and its role will be made clearer as detailed planning progresses for the total Quincy School Complex program. Nevertheless, it appears safe to say that the same degree of commitment toward joint effort which has led project participants to the relationships represented in this document can -- if carried through to completion -- make the difference between multiple neighboring agencies and one dynamic institution.

BUILDING

SUB-SECTION PAGE

4.1 INTRODUCTION 50
4.2 ORGANIZATION OF THE COMPONENT PARTS 53
  4.2.1 THE SCHOOL 53
  4.2.2 PUBLIC READING ROOM 61
  4.2.3 RECREATION FACILITIES 62
  4.2.4 PLAYGROUND 67
  4.2.5 AUDITORIUM-THEATER 68
  4.2.6 COMMUNITY ROOMS 69
  4.2.7 DAY CARE CENTER 70
  4.2.8 LITTLE CITY HALL 72
  4.2.9 FAMILY SERVICES 72
  4.2.10 COMMUNITY HEALTH CARE FACILITY 72
  4.2.11 HOUSING 73
4.3 ORGANIZATION OF THE TOTAL BUILDING 73
4.4 SUMMARY OF SPACE REQUIREMENTS 75

INTRODUCTION

4.1

The basic premise for the design of this building is to create an environment which can support the processes described in this document. At this stage in the Project, the intent is not to describe the details of the particular spaces, for all the specifics of their use are not yet known; rather, it is to define the parameters of the total and thus to establish the framework for the future design decisions which will be made. Both the process of design decision-making and the product thereof are critical. However, as the process is covered elsewhere, this Section will deal only with those decisions made to date.

Throughout this document and throughout the history of the Project, the key has been the ability to evolve. The flow of ideas and the alteration of circumstances had made the development of evolutionary systems of planning and implementation a crucial necessity. In order for this continuously changing process to be controllable, it must have limits and a series of directions or constants. While even these are susceptible to eventual alteration, they serve as an initial set of guides.

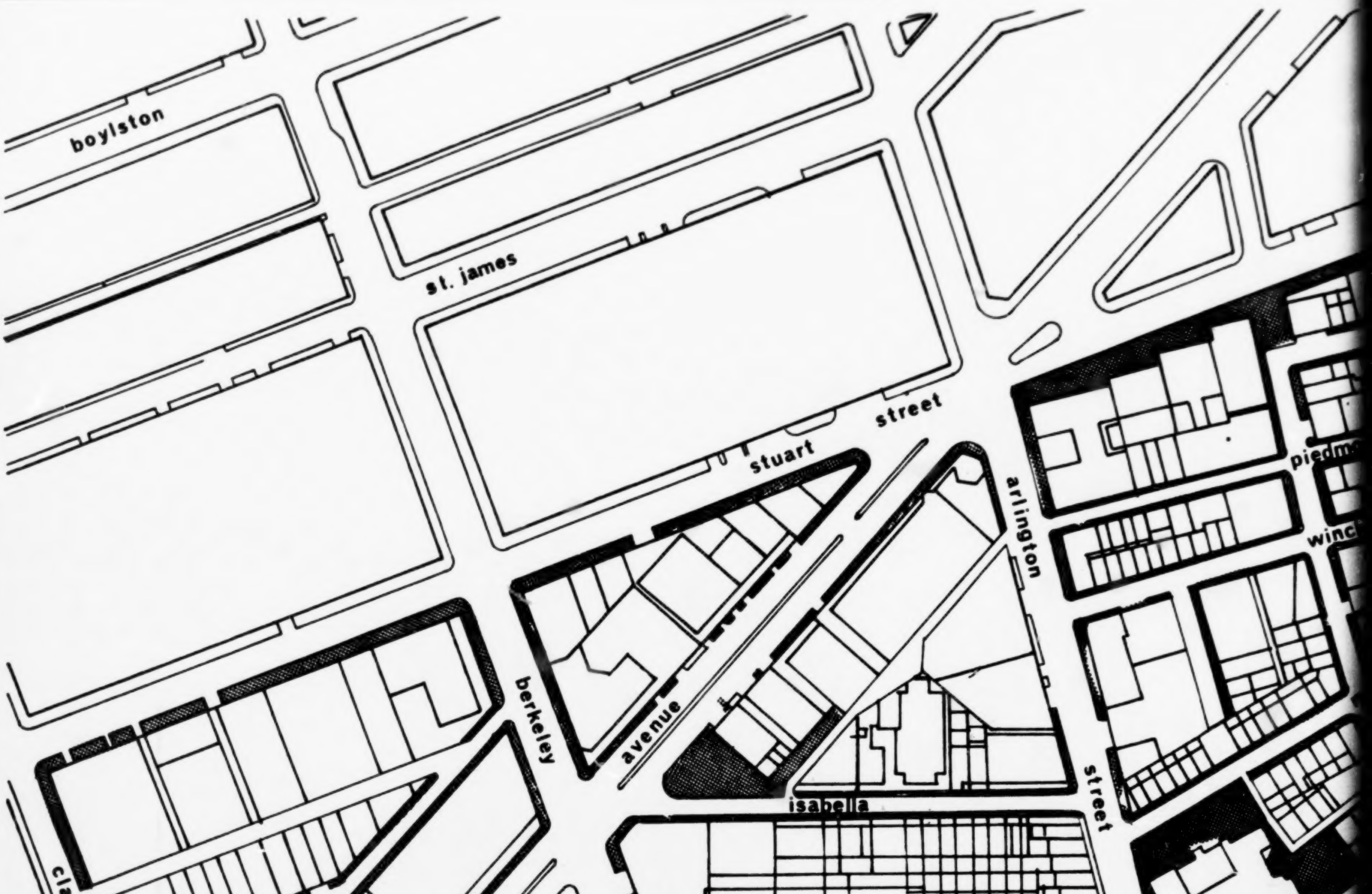
In the case of the physical environment, these preliminary limits are clear. The first is the site itself and the various constraints attached to it. The second is the interdependence of both internal and external functions. The third and perhaps most limiting is the dual constraint of building technology and cost.

The planning process has not, as yet, touched upon the third item as it belongs more in the next phase of design. Accordingly, the first two items have been the major determinants with respect to structuring the material that follows.

The limitations imposed by the site are generally as follows: The major internal characteristic is the presence of a subway tunnel and station just below grade (Figure 1). The land is essentially flat and will pose geological problems of its own. Based on nearby construction, an educated guess suggests that construction below ten feet down will be prohibitively expensive due to underground water.

The external characteristics of interest are grouped in two types: access and adjacent construction. The latter is more of a second-level concern and yet certain directions can be given now. Figure 1 gives the location and probable shape of those structures determined so far. While all are pieces in the larger development and renewal of the South Cove, each separate project has its own schedule for construction. The problem of any urban site, noise, sun orientation, view, ventilation, etc., must all be considered. The furthest along of any adjacent development is the expansion of the Don Bosco Technical High School which is located across new Oak Street on the northern side of the Quincy School Project site.

Diagonally across from the northwest corner of the site will be the new Church of All Nations and a small park. This park is the only street level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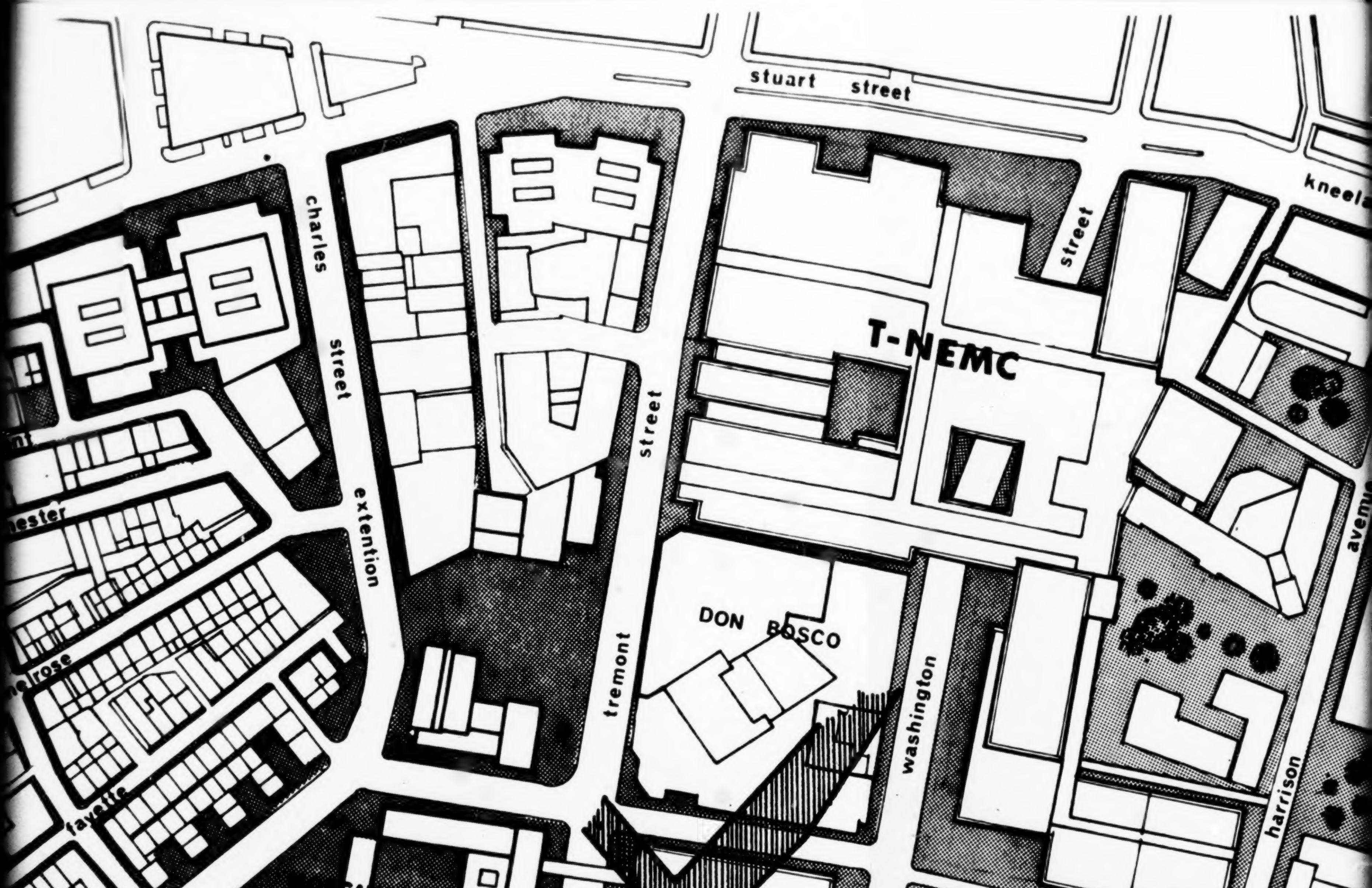
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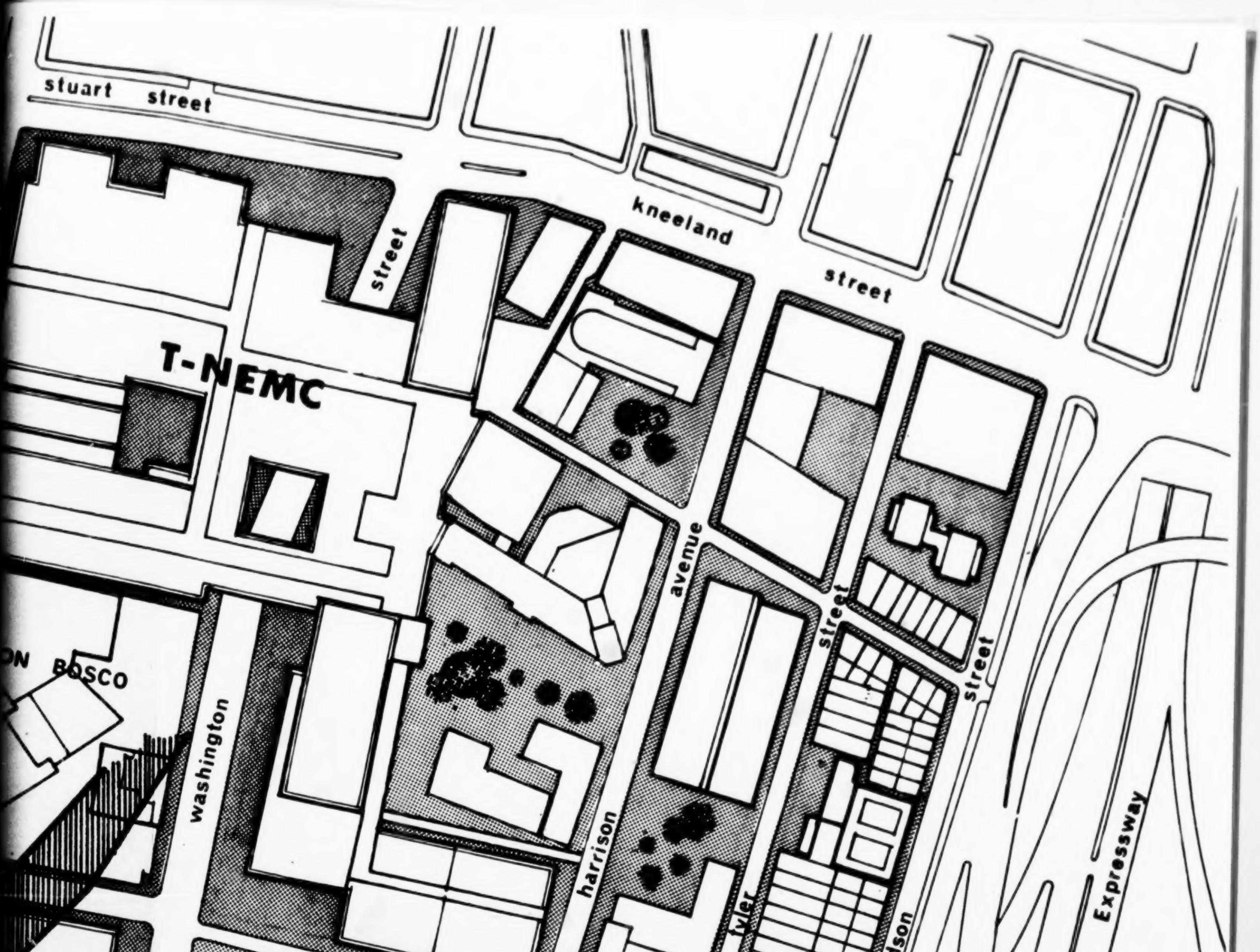
▥ M.B.T.A. TUNNEL & STATION

SOUTH
URBA
Planni


stuart street
kneeland street
street
T-NEMC
ON BOSCO
washington
avenue
harrison
street
street
tyler
hudson
oak
street
CHINESE HOUSING
SCHOOL
Fitzgerald Expressway

SOUTH COVE
URBAN RENEWAL AREA
Planning Office FIGURE 1

green space of any size being planned in the area. The Quincy School Project should utilize its visual effect and should avoid any blockage of sun. Likewise it should recognize the park as a community space and reflect a visual if not physical acceptance of its existance.

On the west side is a proposed 221d3 housing project, the plans for which are not yet known. On the east is a block which together with rehabilitation of existing houses will probably become housing for the elderly and long-term care facilities related to the new Medical Center. The south is open across the Turnpike affording direct sunlight to the site for most of the day.

The problems of access and related nearby facilities are dependent functions. The site is bounded on four sides by streets, three of which are major arteries and will generate heavy traffic. Since a large number of small children will be coming to the new Quincy School on foot, a pedestrian access system above these streets is highly desirable.

The one sure over-street bridge into the Project is from the Don Bosco development continuing a pedestrian walk which begins at Stuart and runs through the Medical Center and Don Bosco and on into the Quincy School. Unfortunately, this link does not help the children much as it crosses a minor street and connects with none of the three residential areas. Both to the west towards Bay Village and east to Chinatown, bridging streets seems to present only minor difficulties. Towards Castle Square, however, is another matter. Three major streets and the Turnpike must be crossed. But with over 300 children coming from this area every day, some provision must be made for this facility to be accessible to Castle Square. It is an untenable situation at ground level.

This notion is further reinforced by the nature of the Project itself. To be successful, this development must not only draw all three communities to it, but must act as a link to the South End as well. Adults as well as children must feel that the Quincy School can be reached with a minimum of difficulty. The fewer traffic-clogged streets and intersections that one has to cross, the more likely that the objectives of the Project can be realized.

On an abstract level, the question of activity interdependence needs some explanation. Any function can alter its nature providing the environment can support the resulting change. However, when this function is an integral piece in a complex and delicate network of functions, any potential change must be measured against its effect upon the entire system. The environment as a supporting mechanism faces the same problem. Irrespective of the technological question, the physical environment, once designed to fit a particular series of activities is affected throughout by any one change. The facility is as much a total system as the activities for which it is designed.

At the same time, this building, in order to achieve the objectives established for it, must be an active and integrated part of its surroundings, while retaining its own identity. It must have the capability to alter its insides and its relationships with its surroundings; it must be able to give and take in accordance with the evolution of internal and external motion. In short, the physical environment must recognize the interdependence of internal and external functions and yet remain capable of alteration to a degree acceptable to the total system.

The key then lies in the ability of the total to accept alternations of its pieces. Because of the constants needed to define the total, such changes become more difficult. A pattern of activities once established will be the single largest obstacle to change of activities. The normal behavior of functional systems is to solidify and as has been said before, the alteration process must be maintained. The building must not resist this process. Therefor the functional system of the physical environment must be designed to allow as much alteration as possible.

What follows is a catalogue of the major components in the Project and their internal relationships. In order to clarify the question of which agency or group is responsible for what part and which owns what part and so forth, the chart below is to be used as a guide to the following sections.

COMPONENT	BUILT BY	OWNED BY	OPERATED BY
The School	Public Facilities	School Department	School Department
Gym, Pool, etc.	Public Facilities	School Department	School Department Parks & Recreation Department YMCA
Community Rooms	Public Facilities	School Department	School Department
Drop-in Center	Housing Corp.	Housing Corp.	YMCA
Day-care Center	Housing Corp.	Housing Corp.	Associated Day Care Services
Little City Hall	Public Facilities	Office of Public Service	Office of Public Service
Family services Area	Housing Corp.	Housing Corp.	Family Services Association
Main playground	Public Facilities Housing Corp.	School Department Housing Corp.	School Department Housing Corp. Parks & Recreation Department YMCA
Public reading Room	Housing Corp.	Housing Corp.	Community resource pool Boston Public Library

COMPONENT	BUILT BY	OWNED BY	OPERATED BY
Commercial	Housing Corp.	Housing Corp.	unknown
Auditorium	Public Facilities	School Department	School Department
Housing	Housing Corp.	Housing Corp.	Housing Corp.
Parking	Housing Corp.	Housing Corp.	Housing Corp.
	Public Facilities	School Department	

ORGANIZATION OF COMPONENT PARTS 4.2

The School 4.2.1

The school is composed of five basic sections -- four sub-schools and a group of centralized facilities. The four sub-schools are the fundamental units of the K_1-5 elementary school and the centralized components, which vary markedly in size and character, relate to all four.

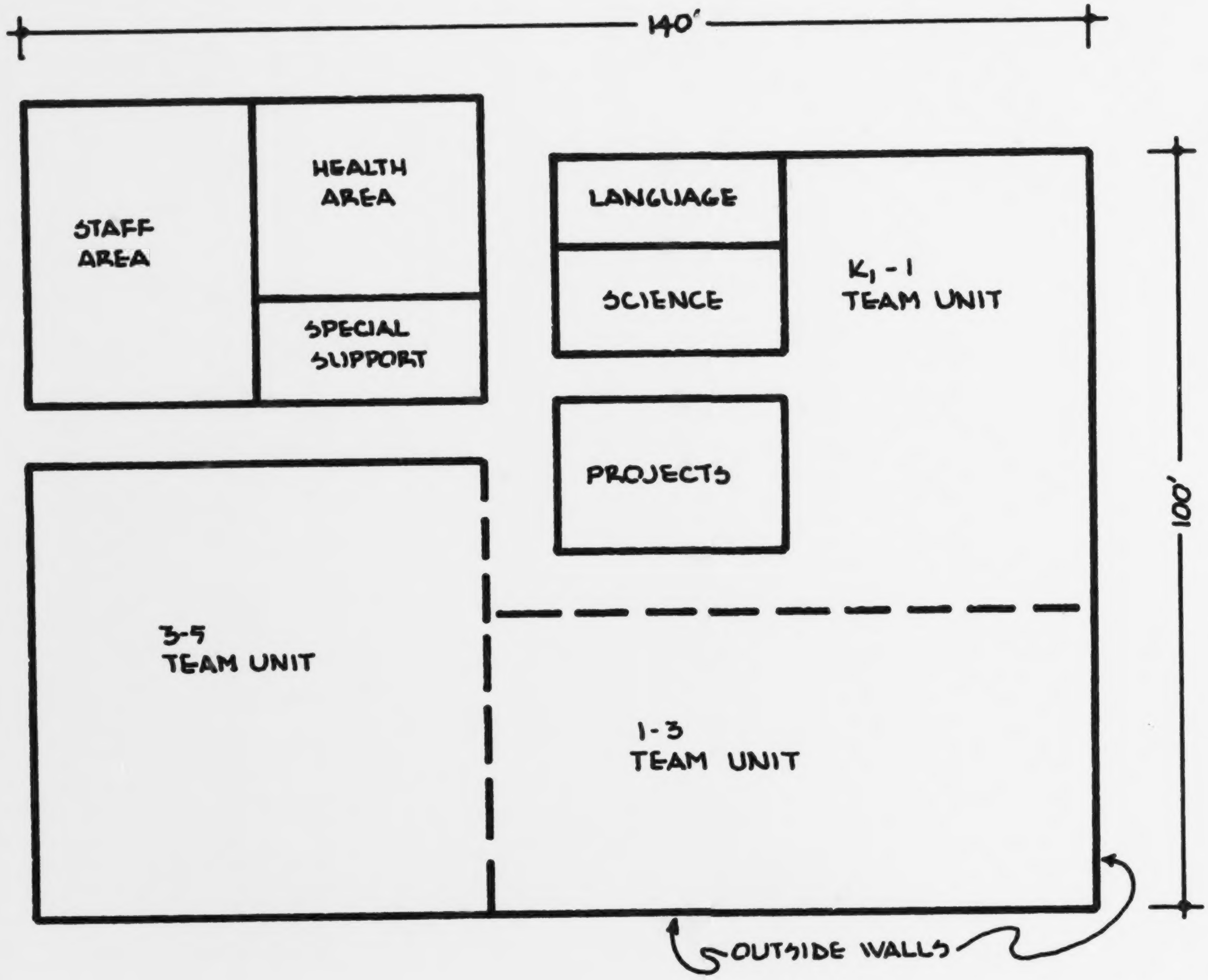
Due to the possibility of frequent alteration of the educational program, the setting must be extremely flexible. The changing motives of the profession, of the community, and even the objectives of education demands that the educational environment be readily alterable. The concept of four sub-schools allows for a wide range of teaching and learning processes and serves as the basis for structuring the school.

1. The Sub-school

As set up in earlier discussion, the sub-school will be comprised of three team units and a series of sub-school resource areas. Diagram 5 gives the relationships of these parts and their approximate sizes.

a. These spaces are the principle learning areas for the school. They represent the equivalent of classrooms, a place where different sized groups of children can work with a variety of materials with or without adults. They are, in the basic sense, generalized learning spaces for children. The nature of the three units at this point is not very different except in terms of numbers of children and their relative ages. The basic recommendations for these spaces are as follows:

- that these spaces be designed so as to provide the maximum range of spatial options to students and teachers;
- that this range of options be accomplished by means of a number of types of space dividers including furniture systems, having partitions or partial partitions which can isolate an area markedly such as folding walls, etc.;
- that mechanical systems be distributed horizontally throughout these spaces affording a flexibility of location of use within;


140'
STAFF AREA
HEALTH AREA
SPECIAL SUPPORT
LANGUAGE
SCIENCE
K₁ - 1 TEAM UNIT
PROJECTS
100'
3-5 TEAM UNIT
1-3 TEAM UNIT
OUTSIDE WALLS

POSSIBLE SUB-SCHOOL LAYOUT $\frac{3}{64}$" = 1'-0" FIGURE 5

- that lighting be based on an optimum norm generally throughout the spaces with the understanding that specific additions or subtractions can be made where necessary;
- that such necessities as bathroom, fire exists, etc. be located so as not to interfere with the general freedom of the space where possible;
- that the floor be carpeted so as to maximize its use as a play and work surface;
- that because of the intense nature of the activities in these spaces, extensive efforts to reduce the noise level of the areas be made including consideration of all interior surfaces (walls, ceiling, and floor), a possible series of standing or hanging baffles and the use of devices and techniques which produce "acoustical perfume";
- that such wall surfaces as will exist be made usable as display areas, etc.;
- that ample storage space be provided in all team units of both a fixed and movable nature and that such space be particularly emphasized for the younger age groups;
- that access between team units be direct and open;
- that ample provisions for mechanical teaching devices either for single children or groups be provided in addition to storage space for such equipment;
- that sinks and counter and cabinet space for use by children be provided in each team unit.

SPACE ALLOCATION PER SUB-SCHOOL

K_1-1 Unit	2,400 sq. ft.
1 - 3 Unit	3,200 sq. ft.
3 - 5 Unit	3,600 sq. ft.

These are gross figures and include bathrooms, internal circulation, and storage. They are also approximations and could change by 200 sq. ft. more or less.

b. Sub-school Resource Areas

These resource areas relate to the full sub-school of 200 children. They represent both human and facility resources. All should have direct access to the team units and should be able to retain the perogative of privacy when necessary.

Project Area (500 sq.ft. - ± 10%): This is central to the team units. The Project Area is a noisy and messy area which can be used by students and teachers alike. For some group activities, it will be necessary to schedule its use. For the most part, it is the most informal area in the sub-school. Clay-flinging, hammering, kids who want to paint a mural -- activities which would tax the team unit too much can be carried out in this space. The Project Area will need various mechanical inputs. In addition to storage and general furniture, a small snack-preparation area and a big sink should be included. A two-burner hot plate installation and a refrigerator for milk, etc., both of which can be locked, and a large wash sink at a level for children would be located in one area of the Project Area room.

Sub-school Library: There will be no area as such for the Library. Rather, these materials will be spread throughout the team units either in definable places or informally throughout the learning areas. Specific reference materials can be collected in one place, but this place would be within the team areas.

Staff Area (1,200 sq.ft. - ± 15%): The Staff Area will be comprised of two basic components, a conference room and an office type space for the staff. The conference room will have a variety of uses including staff meetings, parent interviews, adult evening classes, parent-teachers conferences. This room should be accessible from outside the sub-school and be quite private when necessary. It should hold about 15 to 18 adults around a table and have its own storage space, as well as display panels and a blackboard.

The office area should have a series of desks and tables for the staff, files and material storage, bathroom and closet. The possibility of two private interview rooms should be included if the demand for such spaces becomes great.

Language Area (300 sq.ft. - ± 10%): Set up primarily as a supporting resource for the sub-school, this small area must be usable by adults as well as children. The space would be acoustically controlled and have provisions for a wide range of language instruction devices. Both individual and group instruction arrangements are necessary. While Spanish, English, and two Chinese dialects are the major resident languages, this resource will not be limited to these. Because of the language composition of this area, adults will be using these facilities during non-school hours. Access from outside the sub-school would prove useful.

Science Area (400 sq.ft. - ± 10%): Serving much the same role as the Language Area, the Science Area would be a small lab and equipment area which would be a central resource in support of science learning in the team unit. Equipment, either immovable or too expensive to duplicate, would be used here and special projects of individual students requiring a special setting could be done in relative isolation here. Storage for classroom equipment and material relating to science instruction will be necessary.

Health Area: This area has a dual function; first, to make health people and their professional input more naturally accessible to children and teachers for consultation and educational purposes;

and second, to allow for many health activities to take place in the sub-school. This area would contain:

A general office	120 sq.ft.
An examining room	75 sq.ft.
A private interview room	75 sq.ft.
2 bathrooms	50 sq.ft.
Storage	20 sq.ft.
A quiet room with 3 cots	100 sq.ft.
	440 sq.ft.
Circulation	60 sq.ft.
	500 sq.ft. ± 10%

Special Support Area (400 sq.ft. - ± 10%): In order to make this school available to a wide range of children including a measure of those who are in some way impaired or disturbed, a special resource within each sub-school should be provided where privacy and special help can be made available. Since the team units are based on the individualization of learning, they can internally make wide allowances for exceptional children. This special area will, like the other areas, act in support of the basic educational program. Special consultation or even simple isolation is a necessary activity at times, and this space will allow for this higher degree of specializztion. These spaces will be required to serve a number of different types of problems. The environment therefore must be highly controllable. Acoustics, lighting, and visual stimuli, textures and spatial organization must all be variable based on the particular child or group involved. A variety of mechanical devices will be used requiring a high degree of flexibility of the necessary system. Things like air-conditioning noise, fluorescent lamp hum or glare on fixed wall surfaces must be avoided.

Quiet Areas (100 sq.ft. each): Within each team unit, a semi-permanent quiet zone for children who wish a measure of privacy and quiet should be provided. This small room would have full walls and a closable door. Location within the team unit should be as out of the way as possible. If necessary at a later time expansion or addition of another similar space should be allowed for in each team unit.

Work-Discussion Area (80 sq.ft. each): Also located within each team unit, but accessible from whatever central circulation path is designed for the sub-school, this small area is a semi-permanent group function space. In order to allow a small group of children to get away from the team unit to discuss or work on something with a measure of privacy, this room is a sort of conference room for children. Likewise, it should have full walls and a closable door.

c. Conclusions

The sub-school is only semi-autonomous; it is not a world in itself. It must relate to and be a part of the total project and the operation of the school. It must have access to the other four sub-schools and to the other resources of the project. It must be reachable by parents and visitors and yet be isolated from the noise and confusion of the street. And while it remains a distinct unit, above all else, it is a part of the project and the community.

2. The School Resource Center

Centralization in this school is not a reflection of any particular rationale, but rather is simply a response to activity levels of certain facilities. In this child-oriented environment, as many resources as possible are put in close proximity to those places where children will be spending the majority of their time, i.e., the sub-schools. Other resources either cannot adapt to this localized scale or simply do not justify duplication and distribution. The facilities described below serve primarily the total school population of some 800 children and the accompanying staff and secondarily the community-at-large of approximately 10,000 people. They are on one hand the center or core of the school and on the other simply a series of support services for the school, and while they reflect the child's scale of the school, they must also serve as an important interface between the adult world and that of the school. This resource center is comprised of six parts, each of which relates to the others.

The Informational Materials Center (I.M.C.) would be a student and staff resource for those materials unavailable at the sub-school level. This would include films and tapes, some reference books, a general professional collection, a journal and periodical section, a general reading library for school children and space for miscellaneous material that staff or community people might find appropriate. The trilingual aspect of the school must be recognized and wherever possible basic materials should be available in three languages. In addition materials unique to the three languages should be presented in depth.

A rough estimate would put the capacity of the central library at about 6,000-7,000 books. The sub-school libraries would range from 600 to 800 books. The basic components of this central I.M.C. are as follows:

Stacks and reading areas (including mechanical devices)
Informal discussion areas
Librarian's office
Storage
Toilets
Carrels
Children's museum
Approximately 3,400 sq.ft.

In addition to normal study and reading facilities, the I.M.C. should contain a series of study carrels beginning with twenty-four with provisions to expand to fifty if the need arises. Sixteen additional carrels which have a multi-media capability for tapes, records, film strips, etc. should likewise be included.

Administrative Offices: Coupled into the school resource center would be areas for all centralized personnel, including such people as school administrators, director of school health services, coordinator of community resources, coordinator of school resources, the school nurse, and so forth. This list is not complete for the definition of school or project structure is not yet finalized. At this point only an approximation of these spaces can be made. It includes:

5-10 offices
2-3 secretarial areas
1 conference room
Storage, file space and vault
Toilets
Waiting area
Approximately 1,800 - 2,300 sq.ft.

These people represent as much a school resource as the Library and should be treated as such. They should be accessible to students, staff and parents, and should be close to the ongoing operations of the school. Since the personnel included may represent a number of agencies or interests, opportunity for interaction and collaboration should be provided.

Work Area: A major component of the Resource Center is an area where materials for display or classroom use could be assembled. It is a general experimentation area where anything from furniture to posters to film strips can be constructed. It should serve as a general shop for the school and be usable by students and staff alike. Work facilities including sinks, work tables, a flexible lighting system, a variety and quantity of electrical outlets, a couple of small power tools which can be carefully supervised and locked when not in use, a small stove, and several storage areas for materials need to be provided for. Access from the school at large and from a service elevator are necessary.

Work Area = 800 sq.ft.

Staff Lounge: A small staff lounge area with a snack kitchen and coffee machine, etc., is to be located adjacent to the I.M.C. and if possible to the office area. Toilets and a small storage closet need to be included.

Lounge Area = 300 sq.ft.

Technology Workshop and Storage Area: A small area for a television switching board and for limited storage of equipment is necessary adjacent to or at least accessible to the sub-schools. In addition, it should be large enough for limited maintenance of equipment when necessary.

Technology Workshop = 300 sq.ft.

Reception Area: Because of the high number of visitors that this school will generate, a small reception area where such people can be briefed on the ideas of the school and where they can meet with whoever is going to take them around is needed near or adjacent to whatever main access route is designed for the school area. Clearly this area should not serve as a gatekeeping point, but should act as a place where people who are unfamiliar with the school can orient themselves prior to becoming involved in whatever way they choose. No specific space is allotted as this would be a circulation type of space.

3. Food Service

The food service recommended here is handled at two levels: first, at a small cafeteria seating between 250-300 children; and second, within the sub-schools or other appropriate points. The cafeteria should serve both hot and cold food throughout the middle of the school day; cold lunches, snacks, milk, etc. should be made available within the sub-schools. The children and the staff have the option of going to the cafeteria or remaining in the team unit as they see fit.

In conjunction with the main food preparation area, satellite kitchens for various uses should be located in such places as the drop-in center and day-care center; small refrigerators and coffee makers should be available at staff gathering places in the central resource area, community rooms, etc.

The cafeteria space will have many uses -- as a substitute, small-scale auditorium type space, as a community gathering place after school hours, and so forth. It should have a partition system of some sort so that the space can be broken up. In addition it must be able to accommodate children and adults requiring furniture of varying scales. A separate but not removed area for staff if they so choose should also be included.

The kitchen should operate on the basis of pre-prepared foods. Facilities for complete preparation of meals should be included but on a very limited basis and used only for special occasions. The capacity and details of the kitchen will depend upon a variety of relationships within the project that are not yet clear. They include the needs of the day-care center, drop-in center, and commercial food services. They, in turn, depend upon whatever food subsidies are available for various agencies and age-groups. The questions of staffing and control are equally unclear for the same reasons.

A major aspect of the food service in the school is its potential as a teaching device. The kitchen should be utilized as a teaching space. It must not only be accessible to interested students and have at least some equipment that can be used by children with supervision, but must have provisions for a staff member who can program its use as an instructional space.

The logistics pattern for the kitchen is straightforward. Receiving - Storage - Production - Distribution. The channels for incoming and outgoing materials for the food services should be coupled with the freight systems for other parts of the project. But the volume produced by the kitchen will give it dominant priority for such systems.

A secondary system for the moving of food within the building is necessary. While a pushcart mechanism will probably prove to be the most logical type, a clear series of routes, vertical and horizontal, needs to be established. The possibility exists for putting these carts on a track system and utilizing this means for the transporting of other materials.

Within the sub-schools, the feeding pattern can be regulated by the teachers and the students as they wish. The food will be picked up by the children and taken to wherever is suitable within the team units.

The estimated size of the central cafeteria and kitchen, etc. is as follows:

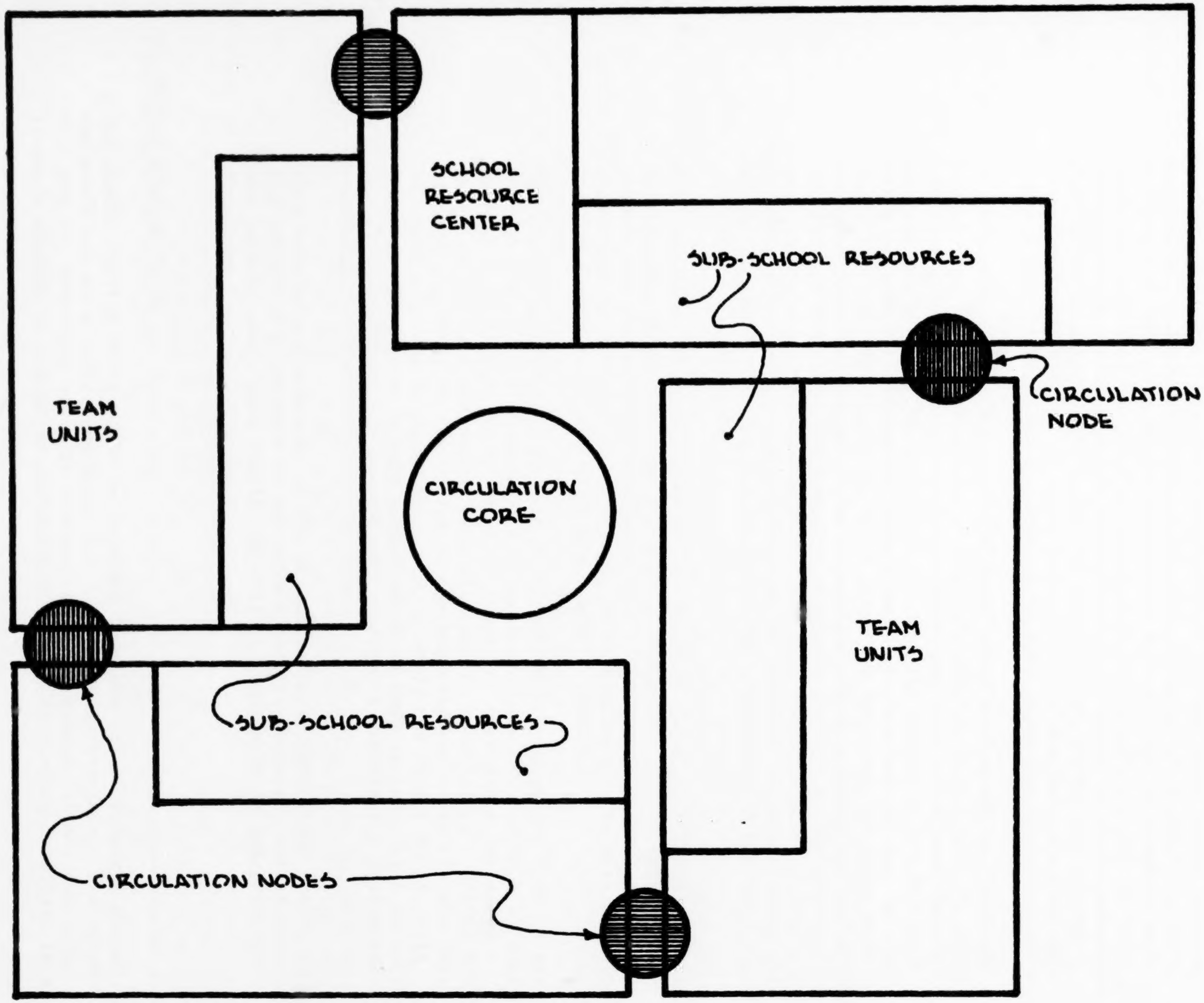
Eating area for 250 people	2,500 sq.ft.
Kitchen and storage	1,000 sq.ft.
Offices, etc.	400 sq.ft.
	3,900 sq.ft.

4. General

Some general considerations for the physical environment of the school are in order at this point. The first is the question of scale.

This project is enormous in terms of an elementary school for young children. Accordingly, the environment of the school should combat this scale problem as much as possible within its confines. Simplicity and directness, aside from whatever aesthetic virtues these qualities may possess, are a necessity. In addition, the school must be scaled for use by children. The sheer size of this building must somehow be contradicted within the school part. Its complexity must be toned down. This section is child-oriented and must reflect this quality.

The second consideration is that of organization. The sub-school concept is one step towards the establishment of a reasonable scale for the school. But while these units are distinct, they are a part of a larger form. They relate to each other and to the central resource area. Diagram 7 gives a possible pattern of organization.


SCHOOL RESOURCE CENTER
SUB-SCHOOL RESOURCES
TEAM UNITS
CIRCULATION CORE
CIRCULATION NODE
TEAM UNITS
SUB-SCHOOL RESOURCES
CIRCULATION NODES

POSSIBLE ORGANIZATION OF SCHOOL FLOOR FIGURE 7

The relationship between sub-schools consists of a number of activities including teacher cooperation both formal and informal, joint teaching operations, sharing of unique resources; exchange of students on both a short and long term basis; comparison and exchange of teaching and learning information; parallel scheduling of facilities, and so forth. These sub-schools must not be allowed to drift apart in their operation. Much is to be gained from joint and parallel operations and through comparison and exchange of ideas and people. Therefore, the four sub-schools must be bound to one another as well as to the resource center.

An extension of this topic is the question of horizontal vs. vertical positioning of the sub-schools. The site affords enough area to allow the four sub-schools, the resource center and some additional facilities on one level. The notion of defining the school on a horizontal basis presents a very strong determinant for ordering the rest of the facility. And while such an order cannot be absolute, it could be a powerful unifying element. The advantages for structural and mechanical systems are obvious. The conduits necessary for the mechanical devices used in the school can be laid out in a grid and be reachable from a number of places through either the floor or ceiling. By positioning the school horizontally, the possibilities for alteration of the interior space become much greater.

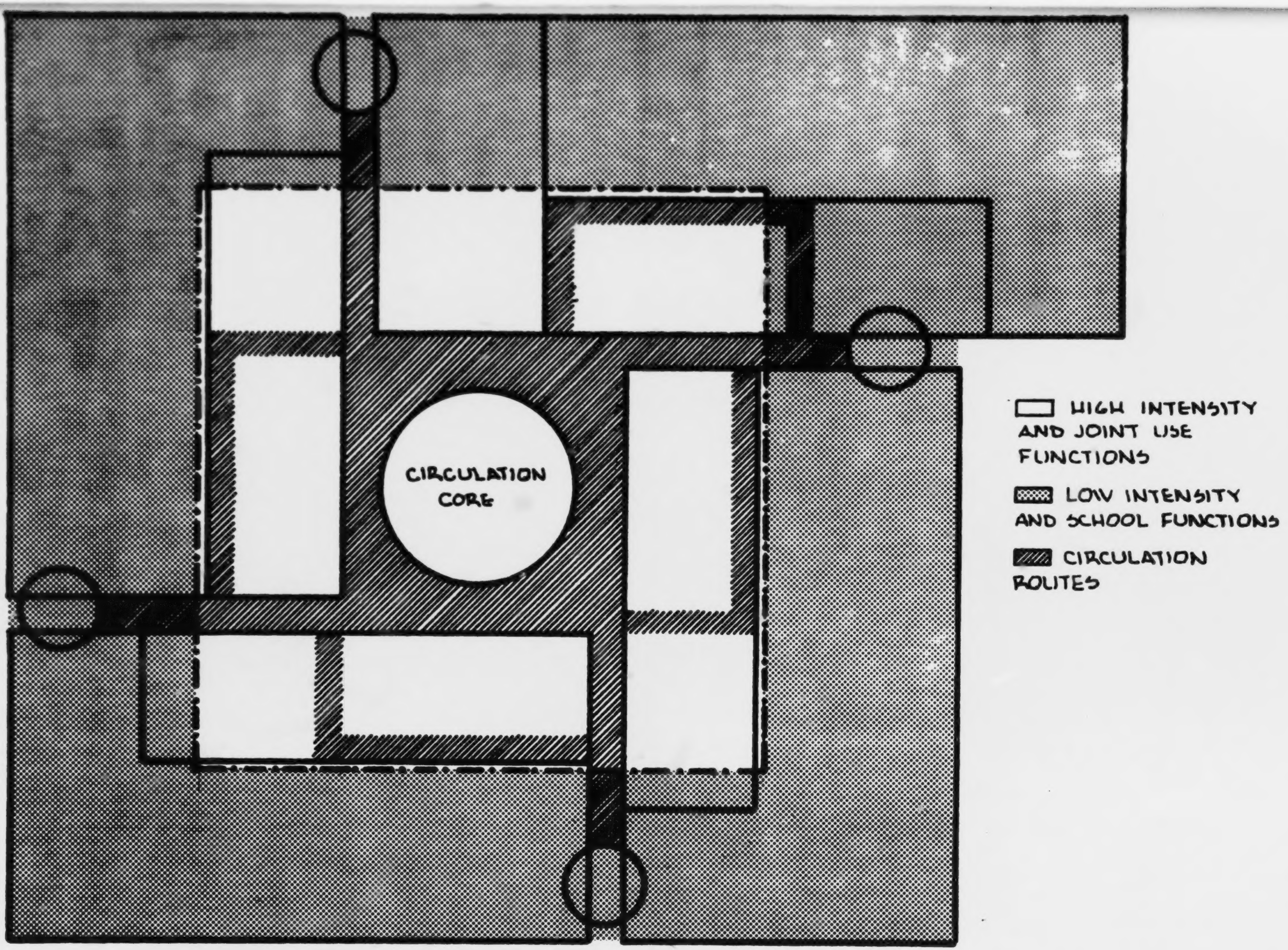
Over and above all this, however, is the need for a direct and unified relationship among the four sub-schools themselves and between the sub-schools and the school resource center. A horizontal scheme offers a wide range of options for expressing this relationship as well as allowing for a strong expression of the school's identity.

The third consideration is that of access and circulation, both to and through the school. Diagram 7 illustrates a possible approach to this problem. Consisting of a central circulation core and a series of satellite circulation nodes, this alternative establishes a visual and circulation focus in the middle of the building which can tie the various public levels to each other. In terms of the school floor, this focus can be used as a node around which to zone various types of activities, both school and non-school. Diagram 9 describes a particular example.

This concludes discussion of the school proper. Many other pieces of the project are utilized by the school and its students, but as they are jointly used, such facilities will be considered as independent functions.

The Public Reading Rooms 4.2.2

The Public Reading Rooms would be separate from the school resource center and would act as a collection point for a variety of materials. Its operation and its materials would be distinct from the school library function. It would contain an extensive periodicals section displaying materials in a


CIRCULATION CORE
☐ HIGH INTENSITY AND JOINT USE FUNCTIONS
▨ LOW INTENSITY AND SCHOOL FUNCTIONS
▨ CIRCULATION ROUTES

CIRCULATION AND ZONING FIGURE 9

variety of languages and covering a wide range of interests. Bookshelves would display books that would be a part of a rotating collection sponsored by the Boston Public Library[1]. Films or audio materials would likewise be rotated through under similar controls.

The space would contain furniture suitable for informal reading, chairs, etc. It would also have a control desk and files, a storage and small work area and toilets. It must be as quiet as possible and have a good amount of natural light. If possible a small secluded outdoor deck area for reading would be appropriate. This space should be accessible from the street level, and be an identifiable segment of the project.

Students should have free access to this area and be able to use it as a place to study after school hours. A reference section and a couple of large tables for studying should then be placed in one section of the Reading Room.

Estimated size (inclusive) = 1,500 sq.ft.

The Recreational Component 4.2.3

While the basic purpose of the individual spaces designed for recreational uses will, by necessity, remain fixed, both a change of scale and of activity must be allowed for within these basic limits. The approach is similar to that of the school; a basic range of activities is established and then an environment is recommended to include as much of that range as possible.

These facilities will be heavily used. They will generate a heavy traffic flow over the full range of hours that the project is in use each day. They will be operated, most likely, by two different agencies and be of service to all age groups in the community. During the school day, school children will be using these facilities almost exclusively for physical education activities. After school hours and during non-school days, the facilities will need to be organized and scheduled for a wide variety of uses and users.

1. The Gymnasium

The most flexible space and the closest to a multipurpose space in the recreational component is the gym. Its uses are limited only by its size and by demand. In most respects, it should be a standard school-community gymnasium.

The major determinant for its size and character is basketball. Given a large clear playing surface, a great many other games and activities will be carried out. They include volleyball, tennis, badminton, folk dancing, group gymnastics, general group exercise, exhibitions in a variety of sports and so forth. Regular competitions will be set up in any of these sports, so that viewing areas and provisions for adequate supervision are necessary.

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[1] See Letter of Intent, Appendix 6.1.

When necessary, if a number of different activities are programmed at once, the space should be able to be broken up with acoustic and visual dividers. These dividers can be operated electrically and be rolled out from the walls.

The surface should be a hardwood floor as is standard for basketball. The walls should be padded whenever possible.

Acoustics in a gym are always difficult to control, but materials and devices for dampening the noise as much as possible should be included. Natural light in a gym is a dubious advantage, and if windows are provided at all, adequate shades which are easily operated must be provided. The artificial lighting system must be adequate throughout. It must avoid being spotty and have a high degree of control. When the entire gym is in use, the general spreading and maintenance of a constant norm are extremely important. For example, there is nothing worse than a bright light source directly above or behind a basket. A rebound or a shot becomes very hard to locate against such a background. Adequate ventilation and air conditioning are necessary in order to insure that this space be comfortable.

The viewing areas can take two forms or both if necessary. The first is the standard collapsible grandstands which fold back against one wall. These are at the playing surface and are manually operated. The second is a series of permanent stands which could be located above the playing surface and on top of locker or shower areas or other spaces that would not require a high ceiling.

A narrow running track, either 5' or 6' wide, should extend around the periphery of the gym. This surface could either be at the gym level serving as an edge to the playing surface or above it by at least 12' acting as a balcony which could then be used as a spectator area during suitable occasions. If it is located above, the basketball courts must stop short of its projection.

The gym must be directly accessible to its shower and locker areas for both sexes. Likewise storage areas for gym equipment must be immediately adjacent and have doors that are at least 6' wide. Floor mats, gymnastic equipment, maintenance equipment, etc., are all bulky items and will require adequate storage. And if the surface is to be used for roller-skating, a protective covering will be needed requiring fastening devices.

The baskets for the full court in the center of the gym must be on pulleys and a swinging frame, so that when not in use, they can be pulled clear of whatever else is going on. The baskets along the sides can remain fixed.

Components:

Playing surface (80' x 110'):	8,800 sq.ft.
Track (5' wide)	
Seating area for 300-500 people	
2 storage areas @ 300 sq.ft. each	600 sq.ft.
2 locker/shower areas:	
50 standing lockers	550 sq.ft.
100 basket units	550 sq.ft.
Girl's shower/drying area	250 sq.ft.
Boy's shower/drying area	250 sq.ft.
2 toilets	200 sq.ft.
2 toilets off of gym	300 sq.ft.
	11,500 sq.ft.

2. The Swimming Pool

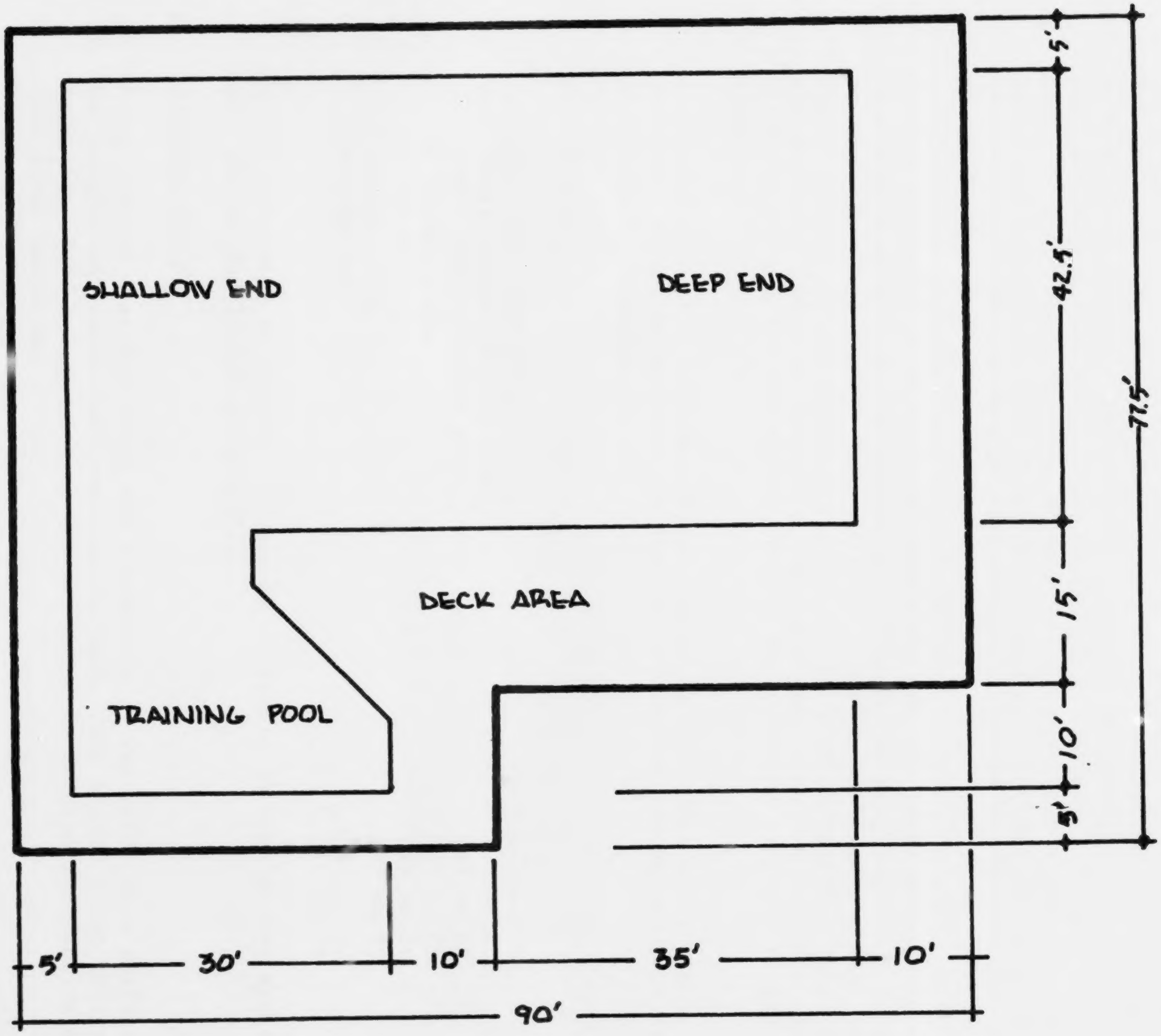
The pool must be designed for the same wide range of groups as the other recreation facilities. In addition to a traditional pool (see Diagram 11), two major additions are recommended: first, an extension at the shallow end which can act as a training area for young children. This training area will need to be large enough to accommodate a swimming class of 15 to 20 children from the school at a time. By designing this area as an L off the shallow end of the main pool, the competitive activities in the main pool will not be disturbed. The main pool should be 54" deep at the shallow end and 12' minimum at the deep end with provision for a single one meter diving board; the training pool should have a minimum depth of 30". The dimensions are indicated on the diagram.

The second addition is a wide deck as indicated on the diagram. This deck will allow for out-of-pool teaching of groups of children, and for other such instructional activities. In addition, it will allow for broader family use of the pool space. Parents can swim or sit on the deck and be with their children regardless of their ages. The deck and other walking surfaces must be of a non-skid material.

Pools are usually an acoustical nightmare. Steps must be taken to correct this problem if the space is going to be used for teaching purposes. An instructor will find it impossible to work with a class of twenty children if noise is not deadened. The problems of lighting are similar. The glare from wet tile surfaces and from the pool itself is tremendous. Therefore a diffuse indirect lighting system is recommended. While natural light might be an aesthetic virtue, it increases markedly the chlorine level necessary in the pool. Therefore direct natural light is not recommended, unless this technical difficulty can be resolved.

Proper ventilation is usually ignored in pool spaces and as a result the humidity is often nearly unbearable. In order that this pool be used in the ways intended, adequate ventilation is very important.

The deck level should be usable as a lounge area. Therefore, benches and


SHALLOW END
DEEP END
DECK AREA
TRAINING POOL
5'
42.5'
15'
10'
5'
77.5'
5'
30'
10'
35'
10'
90'

POSSIBLE LAYOUT OF POOL AREA 1/16" = 1'   FIGURE 11 other informal furniture should be placed around it. In addition, attempts should be made to cover the deck with a soft surface, so that people can sit or lie comfortably at poolside. A regular viewing area above the pool either on a mezzanine or simply over another section of the project will be used during competitive events in the pool. A capacity of 250 to 300 seats will be sufficient.

The pool area should have direct and immediate access to shower rooms, then to locker rooms. In addition it should be visable from a first aid room and office area which likewise has direct access. If this latter space is above the pool area, a small staircase directly onto the deck would suffice. Aside from whatever emergency or stroage entrances are necessary, the only access to the pool level should be through the shower rooms.

Barring technical problems, especially the one mentioned above, this pool should relate to the surrounding life of the neighborhood outside as directly as possible. This suggests windows providing a visual interface. Because of the climate, an outdoor pool is unfeasible, therefore the next-best thing is desirable. If, however, problems of glare and chlorination are insurmountable, then a fully closed facility is necessary.

A storage room with external access should be adjacent to the pool. In addition, a mechanical room for the pool operation and maintenance equipment must be provided.

Components:

Pool and deck area	6,125 sq.ft.
Girls' shower/drying area	200 sq.ft.
Boys' shower/drying area	200 sq.ft.
2 locker rooms	700 sq.ft.
2 toilets	150 sq.ft.
Storage area	300 sq.ft.
Mechanical	
	7,775 sq.ft.

In the interests of economy, it may be desirable to combine the gym and pool shower and locker facilities.

3. Exercise Rooms

Three special exercise rooms are recommended. The first is a small area for weights and mechanical exercise devices. The second is an area for wrestling, judo and gymnastics and the third is an area for dancing and free floor exercise.

Components:

Weight room	300 sq.ft.

Wrestling room	400 sq.ft.
Dance room	400 sq.ft.
	1,100 sq.ft.

4. Administration and First Aid

A central office for administrative personnel and for control of the facilities is required. This office must have direct access to the pool (see Pool) and be able to control access to this block of facilities. It must accommodate the director and an assistant and provide deck and file space for the various instructors. In addition a small first aid room with a cot and medical supplies should be adjacent to the office.

Components:

Administrative office	150 sq.ft.
First aid room	75 sq.ft.
	225 sq.ft.

5. Central Storage and Supply

Located on the principle access route, a dispensary for towels, locker assignments, etc., can also act as a control point for the recreation complex. This room will also serve as a storage area for balls, nets and other small numerous pieces of equipment.

Storage area and dispensary	250 sq.ft.

6. Drop-in Center

This center should be placed within the context of the recreational section and should have immediate access to the pedestrian routes around or through the project on the street level. It consists of a large multipurpose room, a series of smaller activity rooms and toilets, storage, etc.

The large room should be divisible by folding partitions and contain a variety of lounge and game furniture. A pool table, ping-pong table, etc., could comprise one area; a reading and informal lounge area another; and an open dance and snack bar area the third. Bookshelves, a record player, tables, couches, chairs, ample bulletin boards, magazine racks will characterize this large area.

The three smaller rooms may consist of a TV room, 3 club meeting rooms and an art room-kitchen space. The kitchen will serve the snack bar in the multipurpose room. The club rooms should have a series of storage lockers or closets which are controlled by the individual groups using the rooms.

A storage room for the drop-in center, controlled by the director of the space needs to be large enough to store folding chairs and tables, a movie projector or other such audio-visual equipment, etc.

Components:

Multipurpose Room	3,000 sq.ft. (± 10%)
Art room/kitchen	300 sq.ft.
TV room	200 sq.ft.
3 club rooms and closets	600 sq.ft.
Storage	
2 toilets	150 sq.ft.
	4,400 sq.ft.

7. Conclusion

The recreational facilities should be located so that access from street level is direct. A clear pattern of movement which can be controlled from a single point is necessary. The recreational block should have a clear identity, both from inside the project and on the exterior.

A separate circulation system with its own series of controls for public access to and from the viewing areas of the pool and gym needs to be established.

The access routes from the school must be clear and as direct as possible. Children are going to be moving to and from these two components throughout the day. Such movement should require little to no supervision, for children must be able to find their way throughout the project with a minimum of confusion.

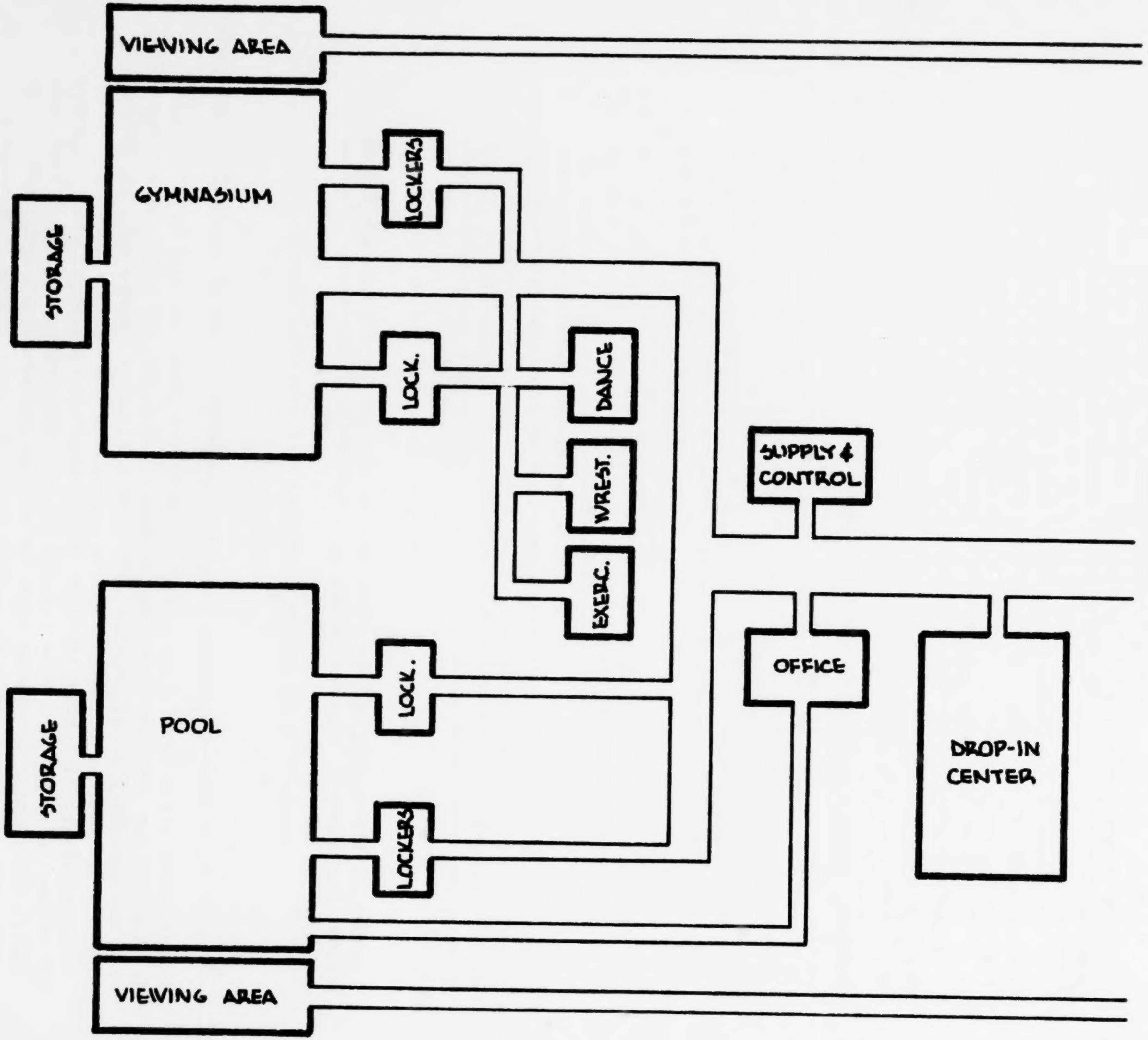
Diagram 13 gives a suggested order to the various pieces contained herein.

Playground 4.2.4

Given the fact that the building will cover most, if not all, of the site, the only feasible place for a playground is above street level. The Complex will have many parts on different levels, but almost all of its open surfaces should be utilized as outdoor play-space. Safety precautions are an obvious concern in a venture of this type.

Programming such space is largely guesswork at this point because some of the activities will depend upon the size of the space available. Certain aspects, however, are definable.

1. The day-care center will require up to 3,000 sq.ft. of playground space designed for general play for young children. This area should be distinct but not separate from the activities of the general playground. If possible, it should be adjacent to the day-care center. If not, it should be directly accessible to it.


VIEWING AREA
GYMNASIUM
STORAGE
LOCKERS
LOCK.
DANCE
WREST.
EXERC.
SUPPLY & CONTROL
POOL
STORAGE
LOCK.
LOCKERS
OFFICE
DROP-IN CENTER
VIEWING AREA

ORGANIZATION OF RECREATION SPACES

FIGURE 13

2. The school will use as much outdoor space as can be provided. This block of space should be divided into two areas, specific activity areas for the older children such as basketball, etc., and a general playground for all age levels. The latter should have a soft surface (an artificial turf) as should all areas not requiring a hard or paved cover. The general play area should be divided into a series of smaller areas so as to reduce its scale, and parts of it could be definable by play objects such as a sand-box, climbing stuff, water and so forth. If possible, a large block of space (approximately 75' x 150') should be able to be used for large-scale games. Therefore whatever divisions might be made within it could be by texture or simple lines on the surface.

3. The playground must be accessible to the community-at-large. Therefore its capacity must include provisions for the total age range: benches and small tables with shade devices for people who just want to sit and watch; various wall surfaces for handball; a definable running track for joggers; basketball again, badminton or even tennis courts; an open area for touch football, and so forth. All of these types of activities are possible and would require little additional provisions over what the school will require.

4. The playground must be directly accessible from the street and should be open at all usable hours. A clear visual and circulation link from the ground level to the playground is critical if this area is to become an operational community facility. If necessary, a separate external access system, independent from other uses, should be investigated, for this playground is the only large open play space projected for this entire neighborhood. Therefore its accessibility is a critical factor. Figure 13A shows a possible layout of the playgrounds based on Figures 17-22 (at conclusion of Building Section). The arrows indicate the kind of access routes that will be needed.

5. Night use of many if not all of the areas of the playground is recommended. Therefore lighting systems are necessary. Supervision, necessary during the school day, is not needed after school hours beyond what ever custodial services are available to the project anyway.

Auditorium-Theater 4.2.5

This facility has two basic functions: first, as a large scale gathering and presentation place for the school; and second, as a cultural extension of the community. The school requires a hall with a capacity of ½ the student population, a minimal stage and backstage, movie screen and projection booth, and storage. This represents a minimal kind of auditorium. It is recommended that this space be designed so that it can act as a multipurpose theater and hall. The stage and backstage should be large enough to handle theatrical performances of modest size. A front section of seats should be removable so that the stage can extend forward into a 3/4 round type of stage. The seats otherwise should be fixed and should be on a slanted floor so as to

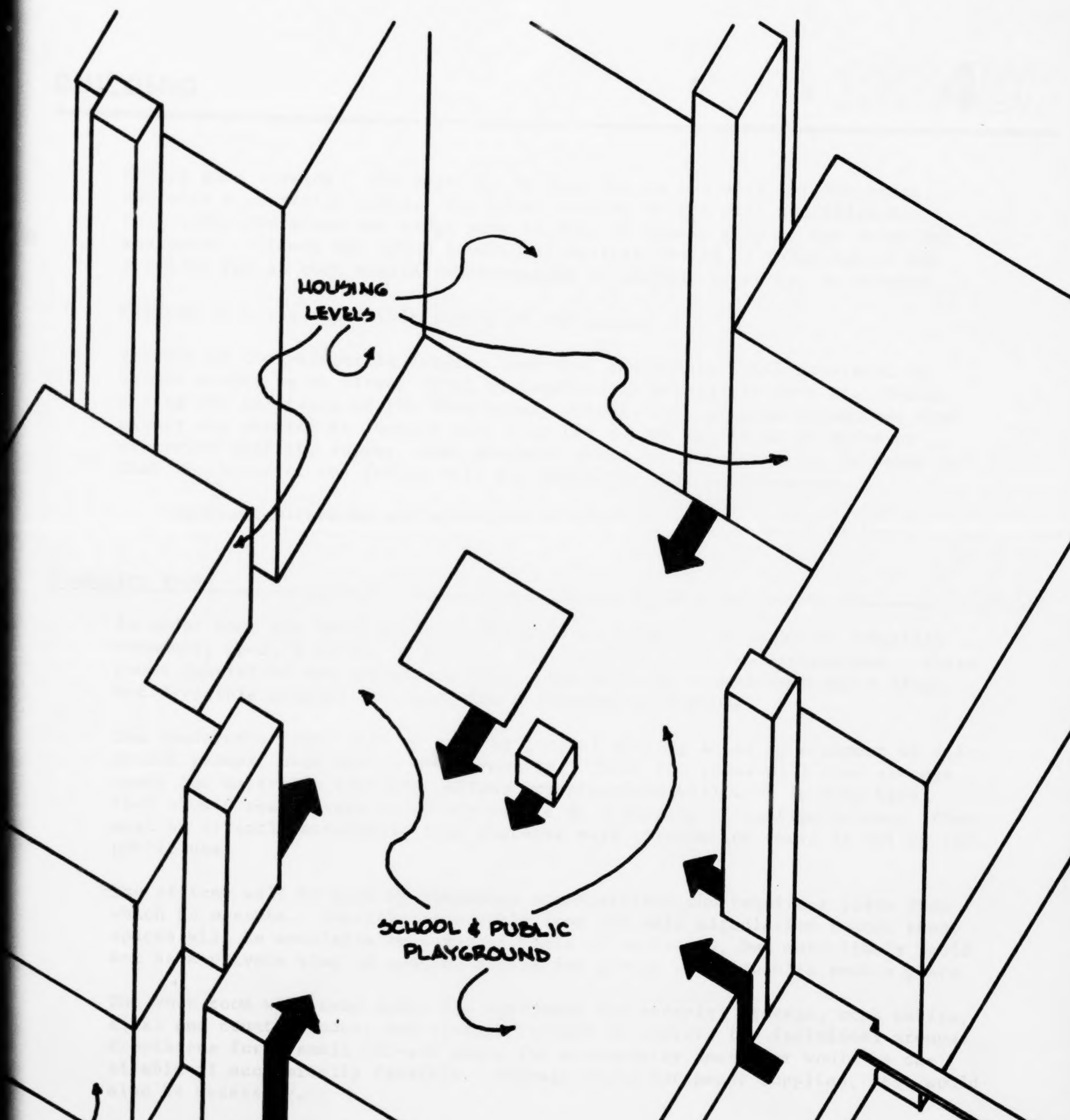

HOUSING LEVELS
SCHOOL & PUBLIC PLAYGROUND
PUBLIC LEVELS
DAYCARE PLAYGROUND

DIAGRAM 13A
ISOMETRIC OF PLAYGROUNDS

afford good viewing. The capacity recommended is 400 with the 3/4 stage, 460 with a presidium stage. The total ceiling height will not allow for a full loft, therefore the wings must be able to handle many of the props and equipment. Clouds and other acoustical devices should be investigated and provided for so that musical performances of varying types can be offered.

Diagram 14 gives a possible layout of the space.

Because of the pedestrian traffic load that the theater will generate, it should either be at street level or immediately accessible from it. Recognizing the existence of the MBTA subway tunnel, this program recommends that either the theater be located away from the subway or, if it is above or otherwise near the subway, that adequate steps for soundproofing be taken so that the noise of the trains will not interfere with performances.

Auditorium-theater and auxiliary facilities	8,050 sq.ft.

Community Rooms 4.2.6

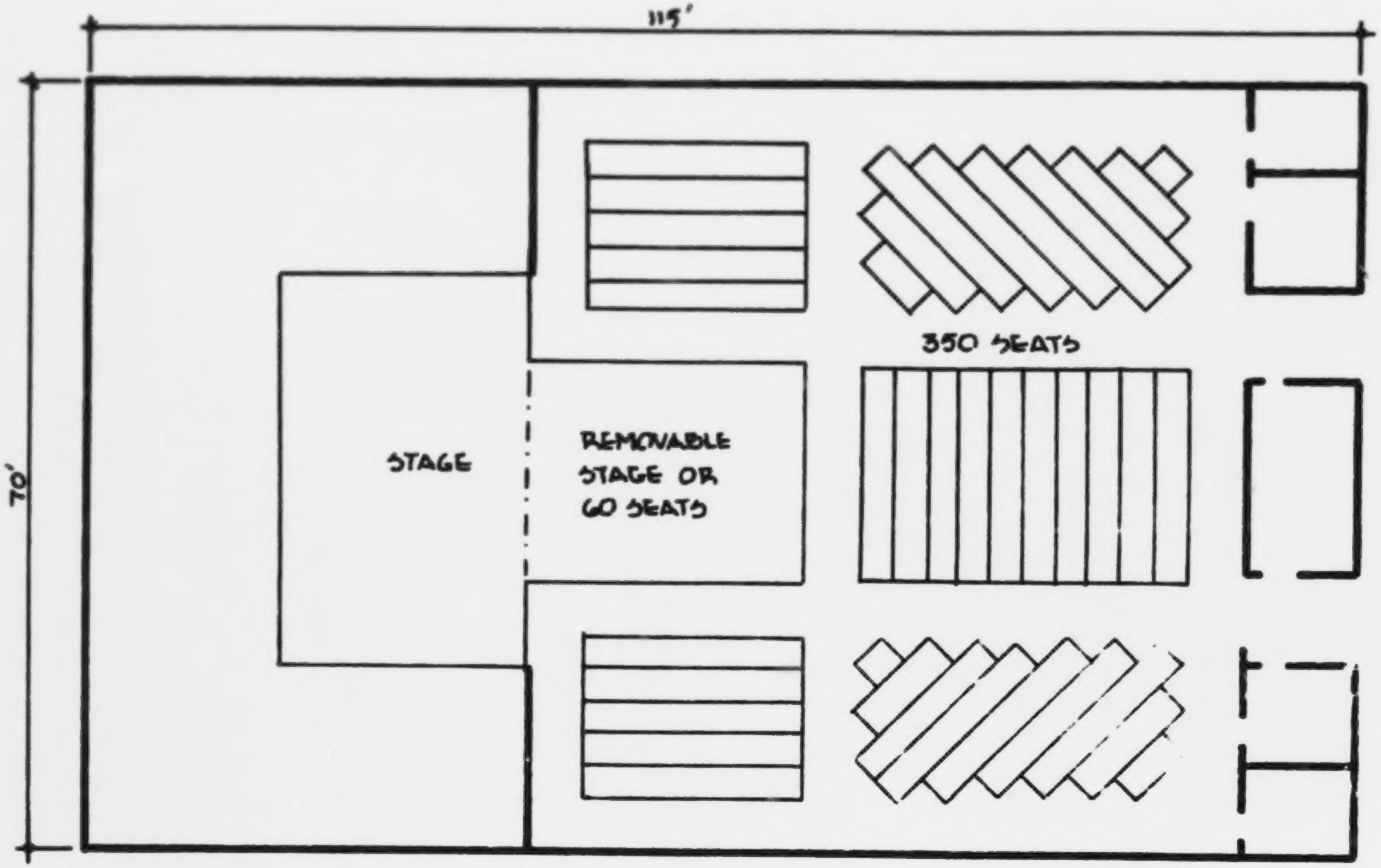
In order that the facility be as flexible as possible in terms of potential community need, a series of general multipurpose rooms are recommended. These rooms consist of two conference rooms, two offices, a work room and a large but divisible general-use room with a substantial kitchen.

The conference rooms will be used as general meeting areas by a number of different groups, both agency and community. These two rooms will need storage space for materials that the various organizations will wish to keep here. They should seat twenty to thirty people in a variety of configurations. They must be directly accessible from whatever main circulation route is set up for public use.

The offices will be used by community organizations who require a place from which to operate. Directly accessible from the main circulation route, these spaces will be available on a shared basis if necessary, but more likely would act as a private kind of central office for groups which require such a place.

The work room will need space for equipment and material storage, work tables, sinks and counter space, and storage lockers or closets for individual groups. Provisions for a small off-set press for a community newspaper would be desirable if economically feasible. Storage racks for paper supplies, etc. would also be necessary.

The generalized space will be simply an open room divisible once by a folding partition with a series of storage closets and lockers. A small kitchen capable of serving a meal to fifteen totwenty people independent from the main food service should be set up within this space. A variety of general furniture, large and small tables, chairs, etc. must be available along with provisions for storage of this equipment. A large work sink and counter space is necessary as well as frequent electrical outlets.


115'
70'
STAGE
REMOVABLE
STAGE OR
60 SEATS
350 SEATS

POSSIBLE LAYOUT OF AUDITORIUM - THEATER FIGURE 14

These spaces should be easily accessible from the street and be identifiable within the project as a community function independent of any agency.

Components:

2 conference rooms	400 sq.ft.
2 offices	300 sq.ft.
1 work room	400 sq.ft.
1 multipurpose room	800 sq.ft.
	1,900 sq.ft.

Day Care Center 4.2.7

The environmental requirements for a day-care center are outlined in great detail in two documents, one from the Department of Public Health[1] and one from the Department of Public Safety[2]. Rather than repeat information available in these materials, we have simply outlined the overall spatial requirements.

Based on the criteria established by the Commonwealth, an overall need of 3,500 sq.ft. for instructional space for 100 children is necessary. This block of space should be able to be broken into 5 areas for approximately 20 children each. This represents the maximum, not the optimum. The basic approach should be similar to that used in the team units of the sub-schools, that the space can be broken into a variety of shapes and sizes by the use of flexible dividing systems. At no place, however, should a group exceed 20. Storage facilities for play and learning objects need to be distributed throughout the total area. If permanent storage closets are provided, they should not reduce the square footage below the 35 sq.ft. minimum. Semi-permanent partitions can be used so long as the defined space remains reasonably flexible and can be altered easily.

Lighting should be suitable throughout the area and be based on a reasonable norm; provisions for alteration or adjustment are necessary. Window area is specified at 10 percent of the floor area. The floor surface should be carpeted. Acoustical controls are critical, for the noise level must be kept as low as possible; wall surfaces must be smooth with as much display space as possible. Furniture must be light and easily stored with adequate storage space for cots, blankets, play furniture, etc. being readily accessible to each principle area.

The regulations specify one toilet for every fourteen children as minimum. In addition, sinks and drinking water must be available to each group. Within each major sub-division an area for making messes, painting or clay moulding is desirable.

---

[1] Rules and Regulations for Day Care Services, Department of Public Health, December 10, 1963.

[2] Form B-7, G.L. (Ter.Ed.) C 143, ss. 15 to 52 and G. L., chapter 111, sec. 58 to 62, applicable to Day Care Service; Department of Public Safety.

A small kitchen, separated from the learning areas, for the preparation of snacks and storage of small food items will be supplemental to the main food service of the project which will provide the full meals necessary. This kitchen must be supervisable if children are to use it. The refrigerator must be large enough to hold milk and miscellaneous snacks for the full population of the center.

The staff of the center must have an office and work area with separate storage and toilet facilities. The office must have places for eight people with provisions for others when necessary. The work space must have sinks and counter space, work tables and materials storage space. The office area should have immediate access to the learning spaces and if possible visual access to all areas where children would be.

The playground is required to have 75 square feet of space for each child using it. Using a maximum of 40 children at any one time, a general play space for young children of approximately 3,000 square feet will be sufficient. The playground must be totally supervisable and be designed to permit a number of small-scale activities. Sand, small climbing things, small game areas, a water area if possible, should be provided in such a way as to maximize the use of the space available. The general surface should be soft wherever possible. Because of the nature of the project, the playground may not be able to be adjacent to the learning areas. If not, then a clear and direct route between the two must be established.

In the staff area, small quiet room with three or four cots for children who may become ill is required. In addition, provisions for first aid equipment for emergencies should be located in this area. Medical services will be available through the health component of the project.

The various public safety requirements with respect to means of egress, fire safety and so forth are quite explicite and need to be carefully followed.

Components:

Learning spaces	3,500 sq.ft.
Storage, toilets, etc.	850 sq.ft.
Staff Areas:	
Office	200 sq.ft.
Work Area	150 sq.ft.
Storage	50 sq.ft.
Toilets	50 sq.ft.
Kitchen Area	50 sq.ft.
Quiet Room	75 sq.ft.
	4,925 sq.ft.
Estimated 20% circulation	950 sq.ft.
	5,875 sq.ft.

Little City Hall

4.2.8

The "little city hall" will require two offices, a file area, and access to a conference room. This area must be on a simple circulation route and be an apparent entity within the project.

Total estimated space: 500 sq.ft.

Family Services

4.2.9

Family Services Association has proposed a limited involvement in the project. Accordingly, a small suite of offices and interview rooms are povided. Possibilities for expansion at a later time need to be included:

Components:

2 offices
Reception and waiting area
2 interview rooms

500 sq.ft.

Community Health Care Facility

4.2.10

This major component in the project can only be roughly outlined at this time. Based on the total expected staff and on the potential patient load, the following catalogue is an estimate of the space requirements:

8 examining rooms (@ 100 sq.ft. each)[1]	875 sq.ft.
Offices for:	
Public health nurse	80 sq.ft.
Social worker	80 sq.ft.
Pediatrician (1½)	140 sq.ft.
Obstetrics and Gyn	80 sq.ft.
Internist (1½)	140 sq.ft.
Dentist	80 sq.ft.
Director	100 sq.ft.
Secretarial area	400 sq.ft.
Conference room	250 sq.ft.
Waiting room	300 sq.ft.
Pediatric treatment room	120 sq.ft.
3 private interview/counselling rooms	225 sq.ft.
Dental suite including x-ray	550 sq.ft.
Small laboratory	150 sq.ft.
Walk-in emergency	400 sq.ft.

---

[1] Three at 125 sq.ft. so as to double as treatment rooms.

Community Mental Health:	
2 offices	200 sq.ft.
2 interview rooms	150 sq.ft.
Office for Home Medical	100 sq.ft.
Area for community workers	200 sq.ft.
	4,620 sq.ft.
Estimated 50% for toilets, storage & circulation	2,310 sq.ft.
	6,930 sq.ft.

Housing 4.2.11

Because of the delays in determining the type of housing to be included, very little specific programming has been carried out. Appendix 6.4 details these decisions that have been made to date.

ORGANIZATION OF THE TOTAL FACILITY 4.3

Design for the Handicapped 4.3.1

In order to serve as wide a range of individuals as possible this facility must be usable by persons with physical or other handicaps. In the basic design of the building, provisions for those persons who have mobility problems are critical and accordingly several considerations are listed below:

1. Ramps at appropriate inclines
2. Railings in corridors and along all ramps
3. Non-slip floor surfaces
4. Wide doors throughout the facility to provide for easy access in a wheelchair or on crutches
5. Caution in the use of glass at body height throughout the facility
6. Grab bars in lavatories

Information Technology 4.3.2

Sooner or later, information technology will play a major role in assisting in the delivery of the services which make up the project. Because of the highly experimental nature of the devices presently available and because of the high costs of procurement, installation and use of these devices, any full-scale commitment by the project to this kind of equipment is unfeasible at this time, and accordingly, this document makes no specific recommendations as to its use. However, new developments are occurring in this field at a dramatic rate, and therefore, this building must be prepared to accept this machinery once it becomes feasible.

The spatial, structural and mechanical systems in the building will need to accommodate such things as television and radio operations, computer based services, simple but essential telephone and public address systems and so forth. The design of the building will need to make provisions for such items as additional chases for cables which can be tapped into at either horizontal or vertical points, furniture which can be plugged into mechanical systems easily, and means of experimenting with equipment prior to application to the school at large. As the building program becomes more defined, decisions as to which spaces have need for these systems can be made. For example, the community primary health care facility will have many mechanical inputs, but as to the exact nature of these inputs, a great deal more work needs to be done.

Organization of the Building Components 4.3.3

Because of the complexity of the total project and because of the joint-use capability of several of the pieces, the organization of the total building has been a critical aspect of the planning done to date. In order to simplify an explanation of the recommended pattern, the components are listed only as blocks and not as detailed substructures.

Priorities or relationships between components are listed in Diagram 15. The ratings are on a scale of five, one being the highest or closest relationship, two, three, and four decreasing intermediate levels, and five representing no particular relationship at all. The establishment of such a scale is somewhat arbitrary, but in order to structure such a mass of information, some measurement is necessary. This chart then becomes a device against which to measure the degree of compromise resulting from the design process.

The planning project has carried the process a couple of steps beyond this point. The building components have been diagramatically related, and a preliminary scheme has been laid out. This second step may be premature, but it expresses the opinions of thepeople involved as to how such a complex could be put together. Because the feasibility of the project depended in part on the size and nature of the site, this step was necessary anyway.

The various ratings listed in Diagram 15 do not express adjacency as much as accessibility. For example, the playground-street relationship is listed as two. Knowing in advance that the nature of the complex will prohibit adjacency, a clear means of getting to the playground from the street is dictated. In addition, the playground must have a clear identity with respect to the street. People must be able to see and recognize it as a community facility and be able to recognize the route they must take to get there.

Diagram 16 is an estimate of a circulation system based on Diagram 15. The service systems for the public area and the housing could be combined and are indicated as being so. The main circulation route is expressed as a central core with a number of branches. The diagram is by no means to scale, and is simply to express a possible approach to ordering the pieces. (The one piece which proves to be difficult to locate is the day-care center because of its need for adjacency to a playground.) This diagram is probably biased towards a particular kind of order which has been used in the planning project for some time. Reexamination of this approach is necessary and if a clearer system is possible, it would be welcome. Diagrams 17-22 are an example of a possible design concept.

	Sub-Schools	School Res. Center	Day-Care	Recreation	Auditorium	Community Service	Community Rooms	Food Service	Playground	Reading Rooms	Street	Community Health	Commercial	Housing	Parking
Sub-Schools	1														
School Res. Center	1														
Day-Care	2	4													
Recreation	2	4	3												
Auditorium	3	4	5	5											
Community Service	5	5	4	5	5										
Community Rooms	5	5	4	5	5	1									
Food Service	2	3	2	4	5	3	4								
Playground	2	3	1	3	5	5	5	5							
Reading Rooms	5	2	5	5	5	3	4	5	5						
Street	2	2	3	1	1	2	2	2	2	3					
Community Health	2	2	2	3	5	3	5	3	5	5	2				
Commercial	5	5	5	3	4	5	5	4	4	5	1	5			
Housing	5	5	3	4	5	5	4	5	3	4	3	4	5		
Parking	4	4	3	4	3	4	4	5	5	5	1	3	5	2	

1 - Adjacency Required--Constant Use

2 - Adjacency Desired But Immediate Access Otherwise

3 - Direct Access Desirable

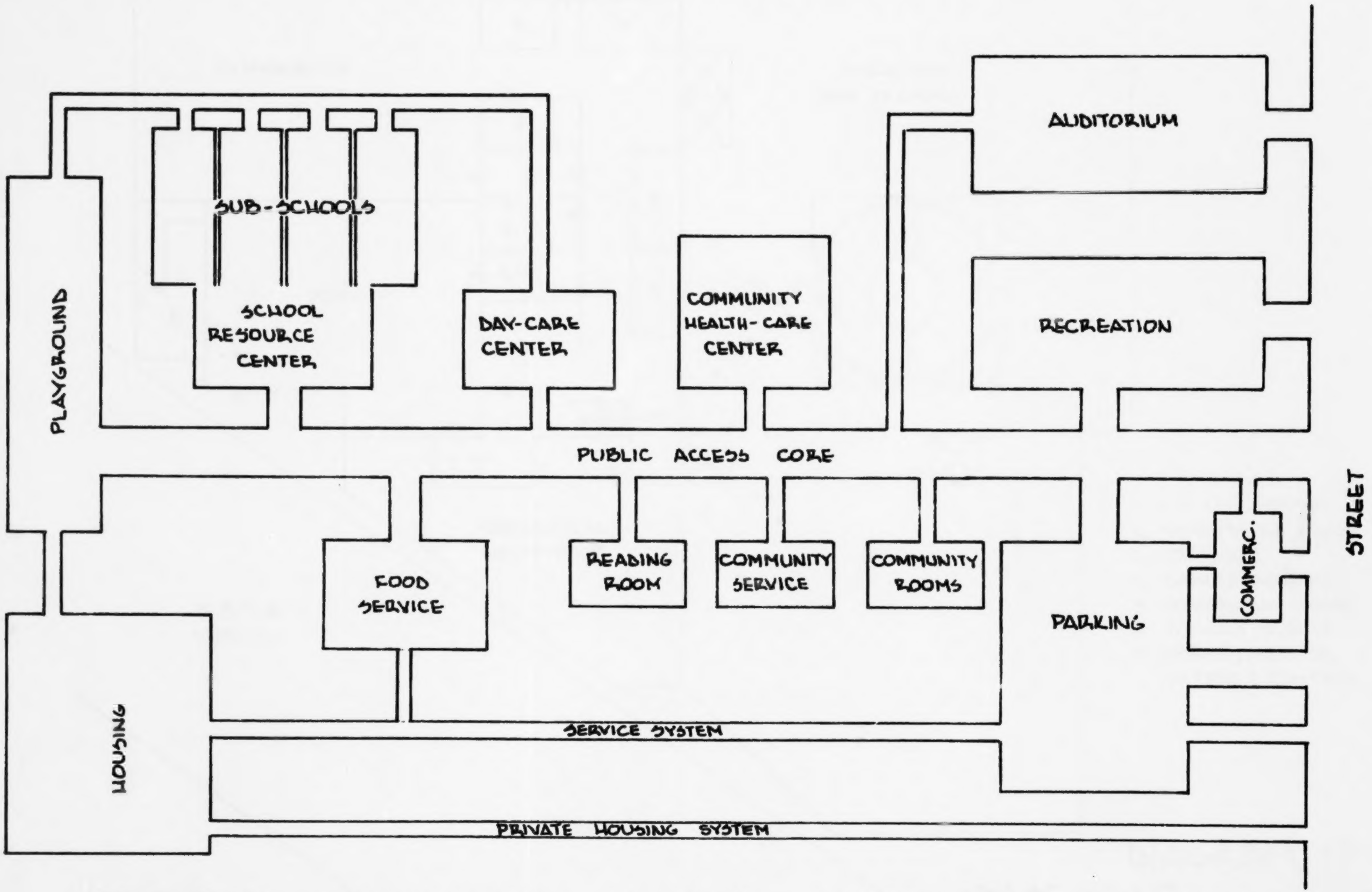
4 - Access But Not Direct--Infrequent Use

5 - Peripheral Relationship

Rating Category	Total of Each
1	8
2	17
3	19
4	20
5	42

FIGURE 15

RELATIONSHIP PRIORITIES FOR BUILDING COMPONENTS


SUB-SCHOOLS
SCHOOL RESOURCE CENTER
DAY-CARE CENTER
COMMUNITY HEALTH-CARE CENTER
AUDITORIUM
RECREATION
PLAYGROUND
PUBLIC ACCESS CORE
STREET
FOOD SERVICE
READING ROOM
COMMUNITY SERVICE
COMMUNITY ROOMS
COMMERC.
PARKING
HOUSING
SERVICE SYSTEM
PRIVATE HOUSING SYSTEM

PROJECT CIRCULATION SYSTEM — SUGGESTED FIGURE 16

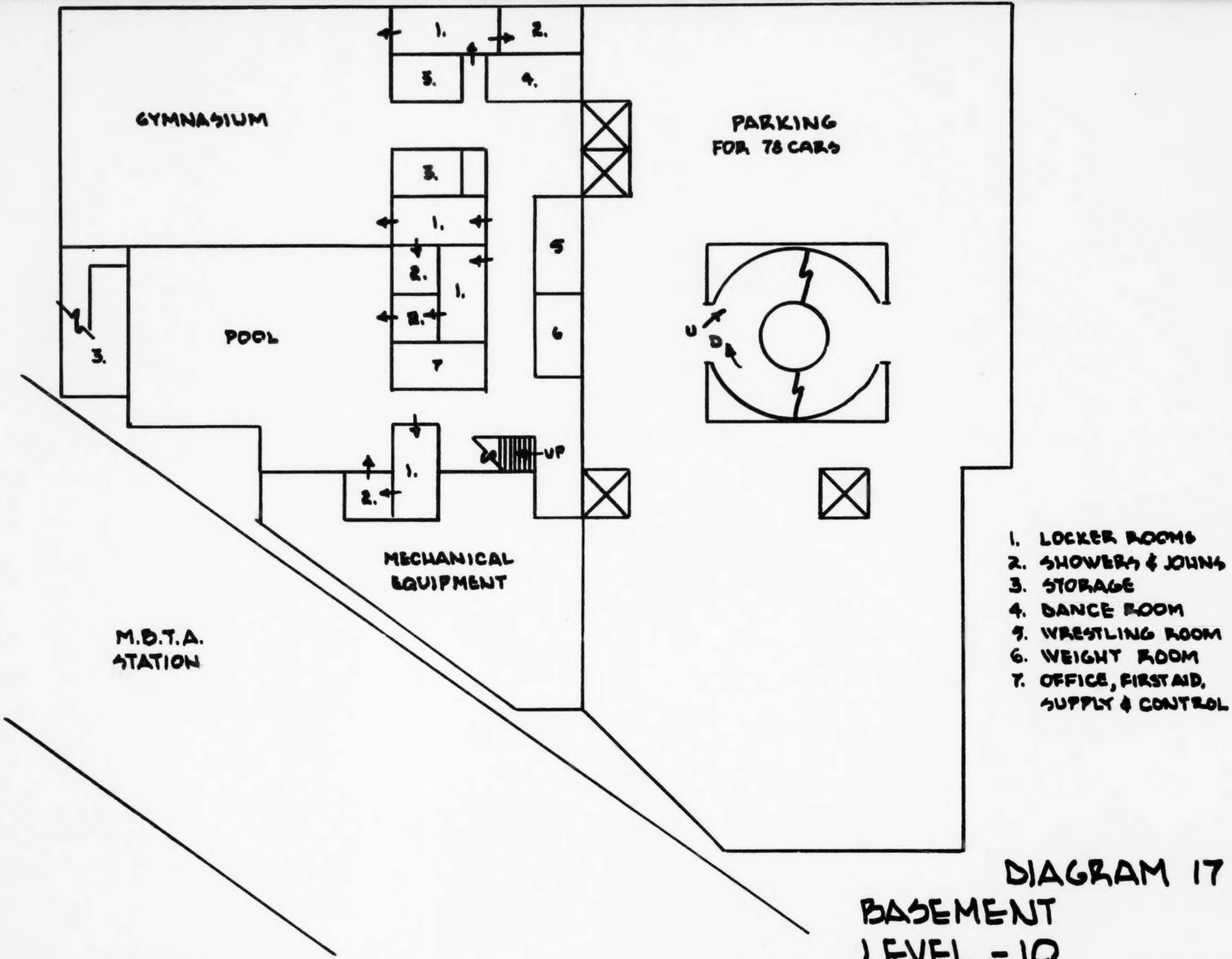

GYMNASIUM
PARKING
FOR 78 CARS
POOL
MECHANICAL
EQUIPMENT
M.B.T.A.
STATION
UP
U
D
1.
2.
3.
4.
5
6
7
1. LOCKER ROOMS
2. SHOWERS & JOHNS
3. STORAGE
4. DANCE ROOM
5. WRESTLING ROOM
6. WEIGHT ROOM
7. OFFICE, FIRST AID,
SUPPLY & CONTROL

DIAGRAM 17

BASEMENT
LEVEL -10

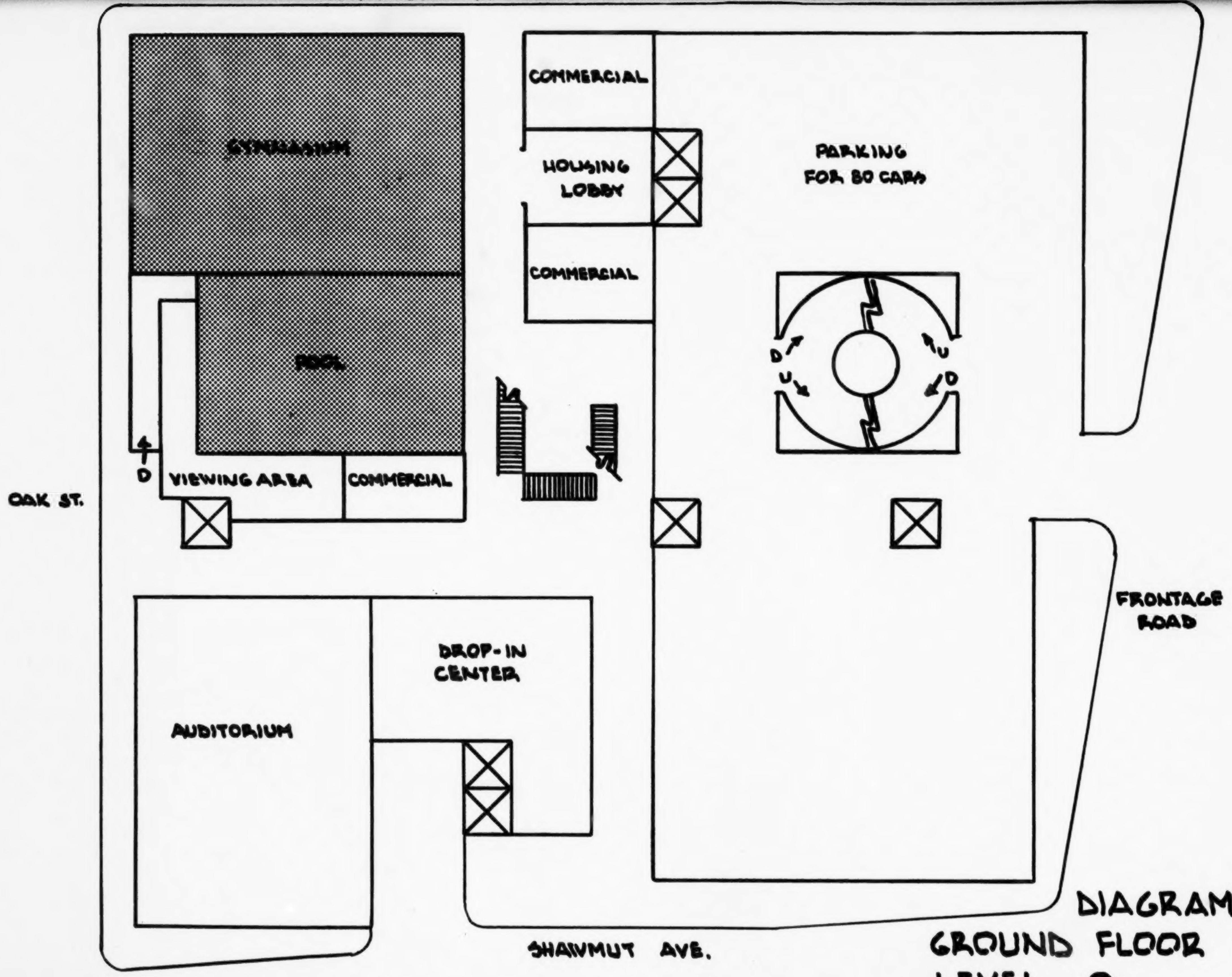

GYMNASIUM
COMMERCIAL
HOUSING LOBBY
COMMERCIAL
PARKING FOR 80 CARS
POOL
D
U
U
D
D
VIEWING AREA
COMMERCIAL
OAK ST.
FRONTAGE ROAD
DROP-IN CENTER
AUDITORIUM
SHAWMUT AVE.

DIAGRAM 18
GROUND FLOOR
LEVEL 0

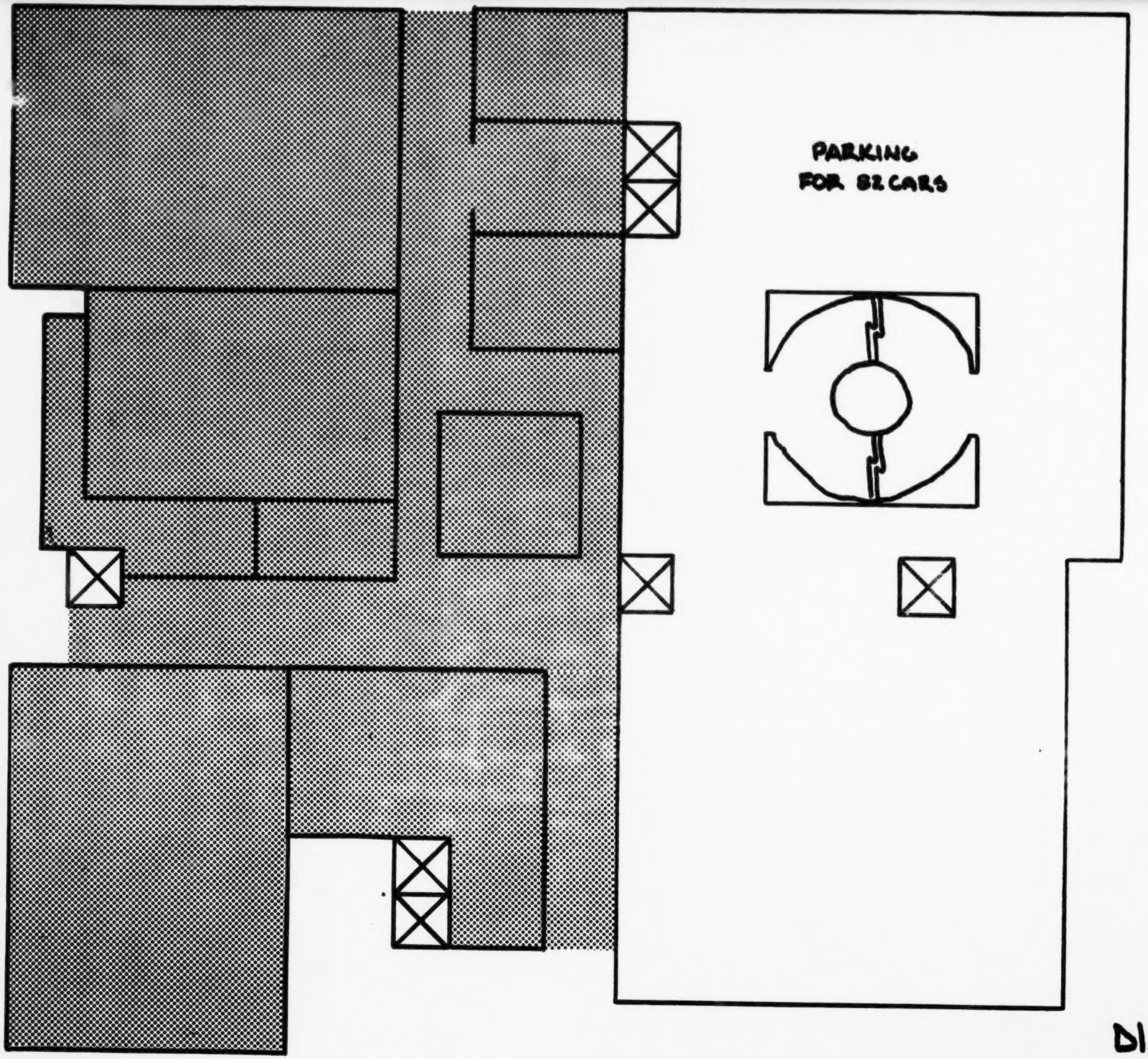

PARKING
FOR 82 CARS

DIAGRAM 19
FLOOR 1-A
LEVEL +10

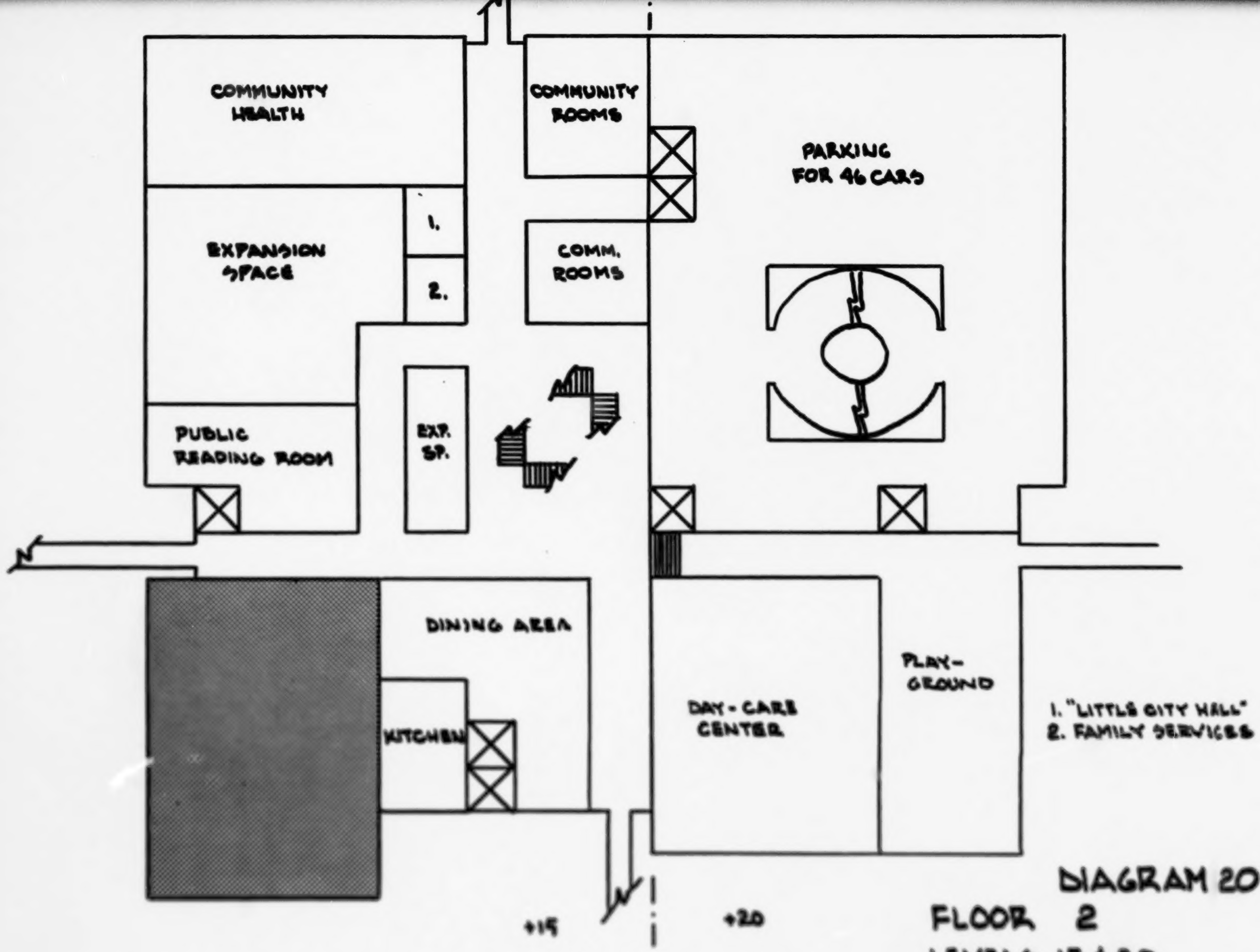

COMMUNITY HEALTH
COMMUNITY ROOMS
PARKING FOR 46 CARS
1.
2.
EXPANSION SPACE
COMM. ROOMS
PUBLIC READING ROOM
EXP. SP.
DINING AREA
KITCHEN
DAY-CARE CENTER
PLAY-GROUND
1. "LITTLE CITY HALL"
2. FAMILY SERVICES
+15
+20

DIAGRAM 20
FLOOR 2
LEVELS 15 & 20

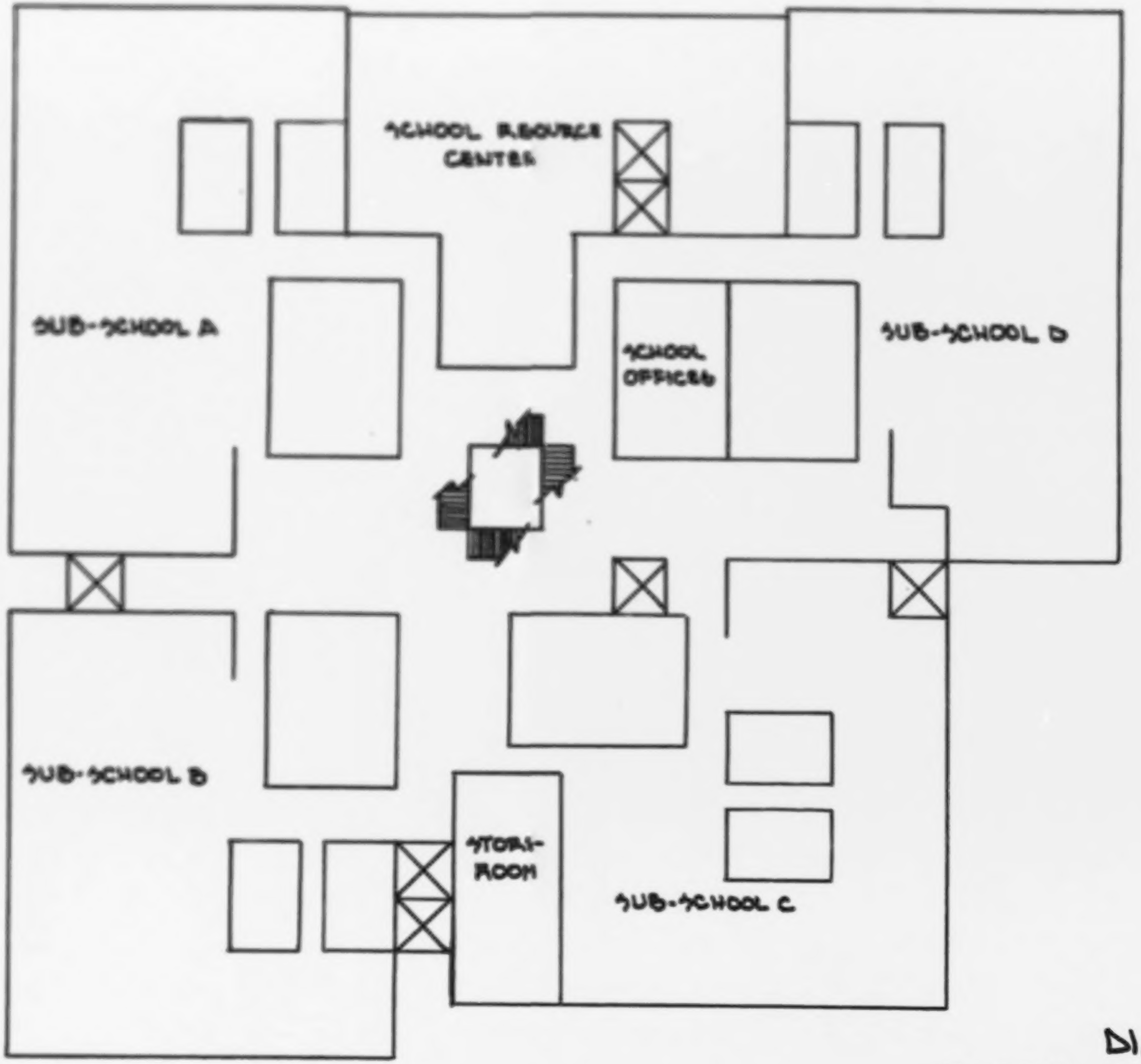

SCHOOL RESOURCE CENTER
SUB-SCHOOL A
SCHOOL OFFICES
SUB-SCHOOL D
SUB-SCHOOL B
STORE-ROOM
SUB-SCHOOL C

DIAGRAM 21
FLOOR 3 - SCHOOL
LEVEL 30

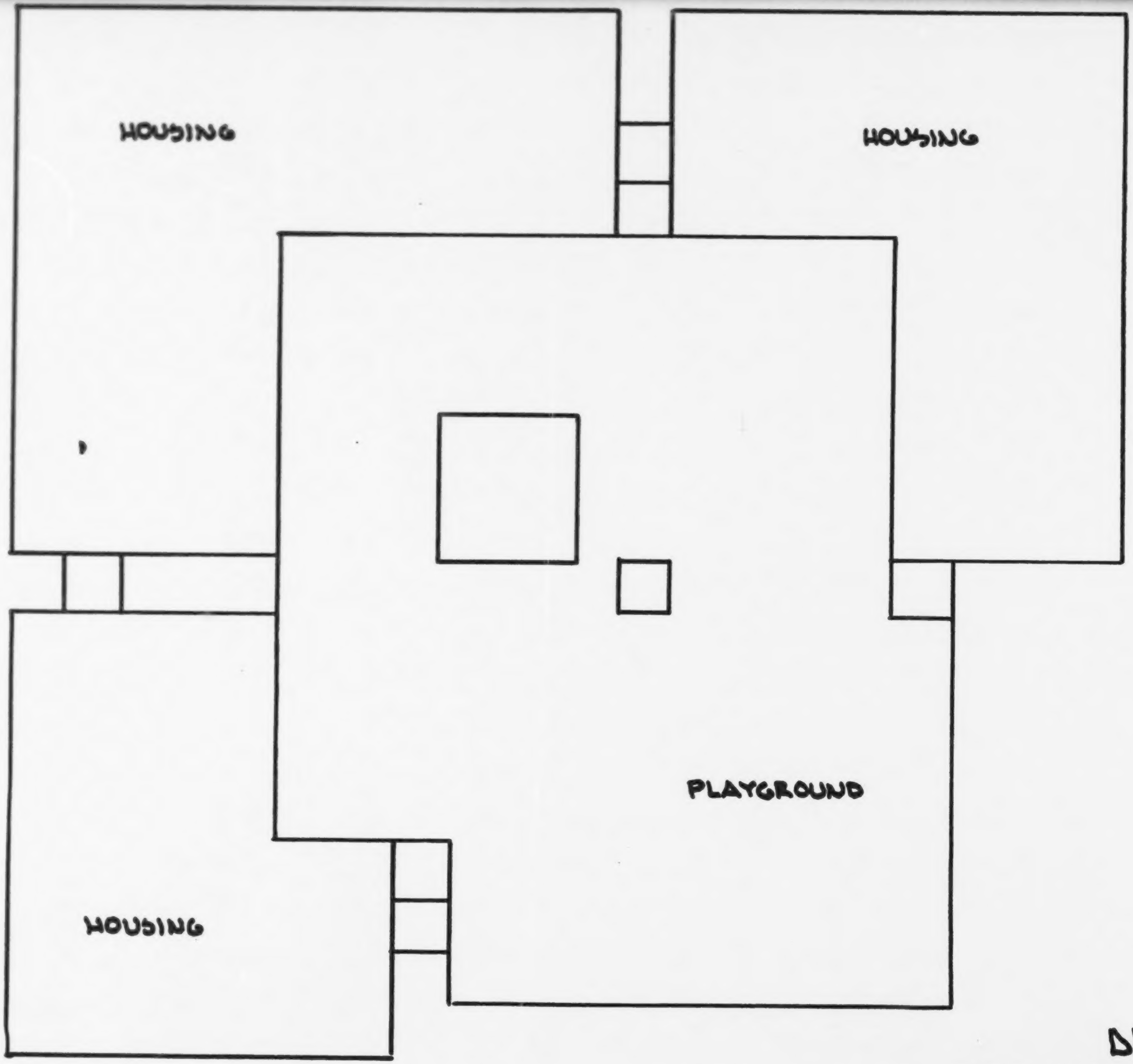

HOUSING
HOUSING
PLAYGROUND
HOUSING

DIAGRAM 22
ROOF PLAN
LEVEL +45 + HOUSING

SUMMARY OF SPACE REQUIREMENTS 4.4

CATEGORY				Square Footage
1.	Sub-Schools			
	1st Team Unit		2,400	
	2nd Team Unit		3,200	
	3rd Team Unit		3,600	
	Project Area		600	
	Language Area		300	
	Science Area		400	
	Special Support Area		400	
	Staff Area		1,200	
	Health Area		500	
			12,600	
			x 4	
			50,400	
		+ 20%	10,080	
	Total:		60,480	60,480 sq.ft.
2.	School Resource Center			
	Information Materials Center		3,400	
	Display Area		300	
	Work Area		800	
	Central Office Area		2,000	
	Staff Lounge Area		300	
			6,800	
		+ 40%	2,720	
	Total:		9,520	9,520 sq.ft.
3.	Food Service			
	Dining Area		2,500	
	Kitchen and Service Area		1,000	
	Offices, etc.		400	
			3,900	
		+ 30%	1,170	
	Total:		5,070	5,070 sq.ft.

CATEGORY				Square Footage
4.	Recreational Area			
	Gymnasium (inclusive)		11,500	
	Swimming Pool (inclusive)		7,775	
	Exercise Room		300	
	Wrestling Room		400	
	Dance Room		400	
	Administration & First Aid		225	
	Central Supply		250	
			20,850	
		+ 40%	8,300	
	Total:		29,150	29,150 sq.ft.
5.	Auditorium-Theater		8,050	
		+ 20%	1,610	
	Total:		9,660	9,660 sq.ft.
6.	Drop-in Center		4,400	
		+ 20%	880	
	Total:		5,280	5,280 sq.ft.
7.	Community Rooms			
	2 offices		300	
	2 conference rooms		400	
	Work room		400	
	Multipurpose room		800	
			1,900	
		+ 30%	570	
	Total:		2,470	2,470 sq.ft.
8.	Day-care Center (inclusive)		4,925	
		+ 20%	950	
	Total:		5,875	5,875 sq.ft.
9.	Reading Room		1,500	
		+ 30%	450	
	Total:		1,950	1,950 sq.ft.

CATEGORY			Square Footage
10. Little City Hall		450	
	+ 40%	180	
Total:		630	630 sq.ft.
11. Family Service Area			
	+ 40%		
Total:			
12. Community Health Care Facility		4,620	
	+ 50%	2,310	
Total:		6,930	6,930 sq.ft.

OWNERSHIP PROPORTIONS

1. The School

Sub-Schools	60,480	
Resource Center	9,520	
Food Service	5,070	
Recreational Areas	29,150	
Auditorium	9,660	
Community Rooms	2,470	
	116,350	116,350 sq.ft.

Per pupil ratio: $\frac{116,350}{800}$ = 145.4 sq.ft./pupil

2. Public, non-school

Little City Hall	630	
Community Health Care Facility	6,930	
	7,560	7,560 sq.ft.

3. Private (other than Housing)

Public Reading Room	1,950	
Drop-in Center	5,280	
Day-care Center	5,875	
Family Service Area (rough estimate)	550	
	13,655	13,655 sq.ft.

4. Public-Private - Joint Ownership and Construction

Parking for 250 cars (rough est.)	100,000	
Playground (rooftop) (rough est.)	40,000	
	140,000	140,000 sq.ft.

5. Additional Private

Housing	unprogrammed
Commercial	unprogrammed

SUB-SECTION	PAGE
5.1 OVERVIEW	79
5.2 FUTURE PLANNING	79
5.3 TRANSITION PROGRAMS	86
5.4 CONCLUSION	88

OVERVIEW 5.1

It should be clear at this point that what we are attempting to design might be called a self renewing institution. Like a living animal, it cannot be defined by describing its characteristics at any given instant -- such a description would not include any of those qualities characterized by the word "alive". A self-renewing institution can only be defined dynamically -- by outlining a starting point and describing the process by which change occurs. The former of these has been initiated with this document and will be elaborated through work to follow.

The latter -- the renewing process -- cannot be described as yet because it has just begun. Its design will require that some small part of the energy available to each of the component institutional parts be spent not on doing the traditional work of that part, but on examining and correcting the relevance of that part to the whole.

The submission of this document signifies the conclusion of the first phase of the Quincy School Project. This initial period has been devoted to basic planning and organization. The subsequent months and years prior to the opening of the school are seen as the second phase.

The second phase has two basic objectives: first, to continue in greater detail the planning work for the new facility in both the architectural and operational aspects of the project; and, second, to prepare the potential users of the facility before its eventual opening. The first objective is simply a continuation of what the first phase has begun. This document makes clear the fact that a great deal of planning work is still required before the project can be termed complete and that all aspects of the project need to be so considered. The second objective has barely begun, for in the most direct sense, it implies implementation of programs conceived within the planning phase. The pilot health project, mentioned earlier, a couple of summer recreation programs, an experimental language arts-social studies program in the existing schools, and even the operations of the Community Council itself are a part of this process.

These two objectives are very much dependent upon one another, for information learned from one is indispensable to the other. In addition, coordination between the two is vital to the success of both. The remainder of this section is devoted to proposing some steps towards the achievement of these objectives for phase two.

(Some of the suggestions proposed below clearly overlap planning and implementation, and while such a separation may be cumbersome, it points out the necessity of both aspects.)

FUTURE PLANNING 5.2

Total Project

Perhaps the single most-asked and difficult-to-answer question the Project now faces it how can such a diverse collection of interests and parties work together toward a common goal in a facility such as this. What kind of organization can be developed that will hold this Project together and at the same time recognize the integrity of each component? In order to propose a solution to this problem, a brief examination of the existing organization of the Project is necessary.

At present, the Project is composed of a series of interest groups independent of each other and which have a particular role in the Project as outlined in the preceding material. The Planning Project serves as the focus of the work being done and as the coordinator of the total effort. Each separate interest group is responsible for its own piece. While the Planning Project is responsible for bringing these pieces together, there is no single interest group responsible either for those parts which might be common to two or more groups or for parts that might be common to all. In addition, there is no projected mechanism for the maintenance of coordination after the termination of the Planning Project.

Such an operational entity cannot be simply created and expected to function immediately. Like other aspects of the Project, its specific tasks must evolve over a period of time as the responsibilities of each group with respect to the others becomes more defined. However, a framework for such a mechanism is necessary so that steps can be taken to help bring about its eventual implementation. This mechanism is suggested in Appendix 6.2, Legal, Financial and Developmental Structure. The nature of the facility itself, a multi-ownership multi-use building, leads directly into the possibility of a board of directors for the Condominium Corporation which would have authority for the joint use and operation of the facility. This board would have no direct authority over any single interest group as to how it operates its individual piece. For example, it would have no direct authority over the Boston School Department in matters relating to the operation of the school. It would, however, be responsible for functions that relate to all parties concerned and assist in the coordination between groups when necessary.

This form would be a natural outgrowth of the type of project that has existed to date. All participants of the Condominium Corporation should be represented on the board and a series of checks and balances could be established which could prevent domination of misrepresentation of any one group. In addition, this board could provide services used by groups and which require operating funds. A prorated scheme of participant costs would seem to be a logical way to handle this (i.e., in much the same way that each participant would be charged for heat or lights as a member of this corporation).

Such a proposal is by no means dogmatic and is suggested as a logical solution to this problem. Between now and the time the school opens, planning work is needed to determine how the participants relate to each other, what the tasks of this board would be and exactly what responsibilities it would have with respect to the individual participants. This effort could be carried out similarly to the existing planning project in conjunction with other aspects which require action.

The second major aspect which relates to all parts of the Project is that of the building design. A great deal more information is necessary in order to establish a final design. Each of the participants has a stake in the architectural solutions that will be generated over the next several months and as a result each has a responsibility to continue the kind of programming work that has gone on to date. The roles of the participants will become more precise as the programming work becomes more detailed. The architect who is selected for the Quincy School Project will obviously be central to this task, but, in addition, the planning staff should continue at least initially in its coordinating role in order to maintain continuity and to assist each participant in providing the architect with appropriate information. The length of time that the project staff needs to be directly involved in this aspect depends upon how quickly the work proceeds and how easily the architect is able to work with the diverse segments of the client body. In any case, the task is fairly clear and the mechanisms for accomplishing it are either in operation or can be readily created.

Educational Planning

A number of issues remain within the context of the new school which will require planning work over the next few years. In order to create and maintain direct ties among the Boston School Department, the Quincy School Community Council, and the Quincy School Project staff, a person should be appointed by the Educational Planning Center who could spend a large majority, if not all, of his time on the Quincy School Project to coordinate this planning effort. This person would be able to become directly involved with the various participants of the Project concerned with education and act as a representative of the School Department when discussions and decisions relating to the school are being executed. In addition, he would be able to work on the two aspects of the Project discussed earlier in this section (i.e., the establishment of the Condominium Corporation and the building design) by defining relationships between the School Department and the other project participants in addition to assisting the architect in programming.

With respect to further educational programming for the new school, the areas that need attention in the near future are administration, scheduling, pre-service training for staff, early selection of staff, and the areas requiring joint programming. Each of these areas will have an effect upon both the long-range objectives of the new school and upon the determination of what intermediate steps should be taken to achieve these objectives.

Because of the unique nature of this Project and this community and because of the position of the school within the proposed building complex, existing models for school administration may not be appropriate. The resources that are available to the school through the involvement of parents and professional agencies in the Project means that the administration of the educational program will have an extensive coordinating function. The relationship of the four sub-schools to each other and to the school as a whole and the degree of autonomy that the teachers in these units may have, indicates a flexible pattern of authority delegation is required. The varied functions that the school will be responsible for in terms of each child and each adult involved will require an organization that can relate directly to an individual and operate fully within that domain.

In a complex as varied as this one, the scheduling of people and facilities becomes a complicated necessity. A non-graded school organization creates many such problems, and while fixed schedules may appear contrary to this approach, staff and space must be used with a high degree of efficiency in order to justify the kind of school projected in this document. Methods of scheduling need to be found that will not hamper the relative freedom of choice available to participants but which can, in fact, provide general access to services and facilities to those who desire it. The level of the problem will vary from the scheduling of major facilities such as the pool or auditorium to the amount of planning time that will be available to teachers during each day. With respect to classroom operation, the School Department is already working on various means of conducting non-graded classes and much of the information gained from these efforts will be of great help to the planning groups in establishing scheduling models prior to the opening of the school and in preparing the new school itself.

Another problem involves selecting a staff prior to the opening of the school so that it can be involved in the preparations for the new school and so that each teacher and administrator has a chance to acquaint himself with this community and its hopes and aspirations for this school. The operation of the school will present many new advantages and a few new problems that staff members will need to understand. This issue reinforces the necessity of both in-service and pre-service programs for teachers. The amount of planning needed to prepare these programs and to obtain the resources needed to implement them is extensive and should be a high priority item for the near future.

Another specific area needing work is that of preparing mechanisms for joint programming between the school organization and the other involved participants. Because of the interdependency of the participants within the complex, the means to develop joint programs in the near future must be devised. Since every program is, in a sense, a joint effort between the users and the staff, the need to work with the potential users as represented by a group such as the Quincy School Community Council goes without saying. Beyond this, however, are areas like school health, physical education, adult education, and joint use of various facilities like the auditorium or the gym and pool. This document has not pursued the issues raised by the potential cooperation of two agencies in a particular area, and each agency who has a role in the school will need to define its relationship with the School Department in such a way as to allow for extensive planning and coordination prior to the opening of the school.

For example, these problems can be best illustrated by examining the area of school health. The Tufts-New England Medical Center has committed a certain amount of money[1] to screening and follow-up for the children of the new school. It has been illustrated that a school health program cannot be run by medical personnel alone. It must be a collaborative effort of the doctors, teachers, school and hospital administrators and parents. Therefore, a system of communication and planning must be organized which includes those T-NEMC people who will be working in the program, the teachers in the existing schools, the administrative personnel both from the School Department and from the Medical Center who are responsible for the program's implementation and a representative group of parents who are interested in this particular function. This group will need to meet on a regular basis and either plan the operation of the school health program entirely, or at least be able to oversee and direct this work (the latter being far more likely).

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[1] See Letters of Intent, Appendix 6.1.

This kind of committee will be needed for several other aspects of the Project, for it is only through this level of cooperation that the relationships between the various participants and the responsibilities for each can be clarified. The coordination between these groups is covered earlier in this section.

Recreational Planning

The areas needing immediate attention within the recreational domain are first, administration and second, joint programming. These questions are so closely related that the same mechanism can be used for both, and steps toward creating such a mechanism have already begun. Two meetings attended by representatives from the School Department, the Department of Parks and Recreation, the YMCA, the Project staff and the Community Council have been held during the month of July to begin to work on these questions.

The initial conclusions are that the School Department will operate the facilities during school hours and a combination of Parks and Recreation and the "Y" will handle the program for the rest of each day, on weekends, and during school vacations. Clearly, it is the intent of all who participated in these initial meetings that this component of the Project be kept open as necessary to serve the residents of this area.

The problems of responsibility for the facility such as maintenance were outlined, as were the advantages of joint programming to maintain continuity throughout the day. Each organization felt that a complete change of staff and program orientation at 5:00 o'clock in the afternoon must be avoided. Through direct cooperation, programs for adults during the school day could be set up without interfering with the regular school function.

These are examples of the type of problems that can only be resolved by this kind of committee. Each participant has the responsibility to design its own particular operations and to piece them into the larger context. The first steps in defining that larger context have been taken.

Health Planning

The community primary health care facility and its subsidiary the school health program, projected for the Quincy School complex still requires a great deal of planning at all levels. As with the recreational piece, preliminary steps have been taken to establish the mechanisms necessary to do the work. The agencies involved include the Tufts-New England Medical Center, the Boston Department of Health and Hospitals, and the School Department with the Community Council as an active participant.

Unlike recreation,where the rationale for participation is fairly clear and as a result the policies of participation can be determined fairly easily, the health area poses policy questions for all of the groups involved which will require extensive internal and external negotiations for all the parties concerned. This situation is reflective of the condition of community health care functions across the country. The problems of service delivery including availability of manpower and accessibility to services, of payments for service, and of administration of the entire process all need to be considered anew within this context for there are few precedents for the approach being used here.

As indicated earlier in this section, the school health program requires a joint planning effort including a wide range of interests. The opportunity for cooperation is at hand with the beginning of the third and final year of the pilot health program in the existing Quincy and Lincoln Schools.

The larger program, the operation of the primary health care facility, needs definition at a variety of levels. A regular meeting between a number of T-NEMC medical and administrative personnel and various representatives of the community is beginning to work on a policy level. As this prerequisite level of discussion proceeds into more detailed areas, this committee will need to either expand or establish sub-committees to deal with the expanded workload. This group may not be the appropriate agent to carry out these tasks, however, they will be able to determine which agency should. If none is available, then they should create the proper one if it is felt necessary. The specific jobs to be done include the detailing of the services to be offered at the facility, developing the proper outreach capability in order to insure adequate follow-up, developing the proper techniques for first contact situations so that people who need care are not frightened or otherwise put-off by insensitive handling at the outset, developing an adequate system for handling the confusion of payments, and developing the proper relationships with the other interested parties which can expand the effect of the facility.

Because of the amounts of work to be done, the formation and operation of committees will be inadequate. Personnel will have to be allocated by the participants to coordinate the effort and to do much of the basic planning. This will require resources presently unavailable. At the conclusion of this section, a discussion of needed resources will cover this and other areas.

Development of Community Resource Pool

As described earlier in this document, an aspect which relates to all of the participants is the creation of a unique support service for all aspects of the Quincy School Project. In order for this to work, extensive planning needs to go into the design of the Community Resource Pool. This work needs to focus on two distinct areas; first, the organization and operation of this

Pool, and second, the procuring of funds for the Pool itself.

The obvious group to be most involved in the development of this resource is the Community Council. Because the Pool will represent an extension of each participant that makes use of it, the initial planning work will involve a great deal of coordination as well as problem definition. As each participant becomes more involved in the community that will be served by the Quincy School Complex, the advantages and disadvantages of its varied make-up will provide the basis for understanding the resource capacity of its residents. To a degree, the Council itself is a reflection of these resources and over the period of time between now and the day the school opens, the structuring of these capabilities should provide a direct neams for furthering the other tasks of the Council.

Because of the untested nature of this program and because work is already being done in this direction by the Council and other Project participants, a formal pilot program which can coordinate and expand this work would seem to be a logical step. The timing of such a program, when it should begin, and how large it should be, requires more detailed study. Each agency and group should contribute to this effort since each will benefit from its success.

The problem of finding funds to begin this program is one of its major concerns. Because such a scheme would represent costs over and above the level expected from the participants, additional monies are required from an outside source. The training of the community people and the development of jobs for them places such a program within the domain of any number of federal agencies. As a result, funds may be available on a piecemeal basis, H.E.W. or O.E.O. funds for Education, Public Health funds for medical areas and so forth. Eventually, this program must become self-sustaining. This is a problem that is yet to be resolved.

As to obtaining funds for the initial planning work, the investment over the first year would be relatively small. The required work force would be a part-time if not full-time person working under the direction of the Community Council who could prepare the initial proposals and coordinate the efforts already being undertaken. This cost would be an extension of whatever planning operations the Council would be doing during this coming year. The other participants who would be involved would need to contribute only time in assisting the Council in setting up this operation.

Needed Resources for Planning

At the heart of the proposals outlined on the preceding pages lies the critical need to find planning funds to support this kind of project in the future. Both the staff of the Planning Project and the Community Council require additional income if they are to carry out the workload indicated. Accordingly, both will be involved in a full-scale search for such funds.

As far as the costs that would need to be borne by the agencies involved, they are minor when compared to the dividends that this project will offer to them. As suggested earlier, the School Department should appoint a person to work directly on this project. Recognizing that the Educational Planning Center does not have the resources to do this at this time and if the School Department as a whole is unable to find this person, the Educational Personnel Department Act would seem to be a logical place to look for such funds, not only for the Quincy School but for other new school projects as it proves necessary. In terms of health care planning, the Tufts-New England Medical Center is presently involved with the pilot school health project and can thus focus on that aspect of planning. It should, in addition, however, appoint a person for the future development and planning of the larger community health care facility. Because of the importance of this function for the future of the Medical Center, funds might be available witin the present budget of the Center. If they are not, then the proposed budget of the planning project should be increased to include such a person.

TRANSITION PROGRAMS 5.3

As many of the proposed programs for the new Quincy School Complex as possible should be initiated prior to the opening of the facility in late 1972 or early 1973. The reasons for this step are as follows: First, the planning process described by this document cannot operate without continuous feedback. This feedback can only result from the interaction among those involved in ongoing programs together with those responsible for the continued planning of the Quincy School Complex. Second, the needs that are to be met by the new Complex exist now and wherever possible, the meeting of these needs should not be delayed. Four basic areas are presently being considered by the Council and the Planning staff.

The first is educational in nature. (These are not listed in order of priority.) Wherever possible, the Council would like to assist the School Department and the staff of the present schools in preparing for the new school. In addition, the Council, if it is to assist in any major way in the operation of the new school, needs experience in and exposure to the everyday classroom context. The planning of the new school will depend upon the ability of the Council to work with the teachers and administrators of the two schools, and accordingly, the Council would like to begin cooperative efforts as soon as possible. One area of cooperation which is presently apparent is an urgent need to develop support in language for many of the students. The teachers have expressed several times that many children have problems with school because of language difficulties. The Council is interested in establishing a language assistance program in conjunction with an afterschool study program at its offices on Oak Street. This language program would need to be designed jointly by the Council and the teachers with help from a language specialist and would initially serve the children of the schools and as it became more established, it would include any resident who wanted to be involved. The afterschool study program would be an extension of the present summer recreation program. The maintenance of 34 Oak Street as a place for children when they needed it for study and as a center for child recreation activities has proved to be a valuable activity for the Council. This should be continued and expanded where possible.

The second area which is directed at both the planning for the new school and for meeting an existing need is the development of some sort of day-care center and nursery. An initial proposal for a cooperative nursery has been prepared by a member of the Council. The Council can act as a starting point. Because of the high number of working mothers, the need is immediate. A second purpose is to devise an operation which can directly involve parents very early in their children's educational career. A great deal of definitive planning is necessary prior to the opening of such a facility and will need to be carried out by the Council with assistance from whatever specialists are needed.

The third area is in the health aspects of the project. The last year of the TITLE III funded pilot health project should serve as a springboard for other specific health projects for the schools and the community-at-large. The most immediate concerns revolve around the ability of the Medical Center to meet the medical needs of this area and those problems which are most verbalized are the confusion of the third-party payment plans, the problems of initial contact with the large impersonal operations of the Medical Center, and the problem of language. As indicated earlier, these are more in the domain of planning rather than that of the pilot project; however, implementation of solutions as quickly as possible is most desirable. In addition, various departments of the Medical Center are preparing projects relating to community health care. As they are funded and implemented, each can provide data to the planning effort. The mechanisms mentioned earlier which are set up for planning can be responsible for seeing to it that these ideas are carried out.

The fourth area is extremely broad and involves an interwoven pattern of planning and implementation. That is simply the expansion of the Council itself. The Council and the Planning staff are at present the only two groups concerned with the total project and the Planning staff is by no means permanent. Therefore, prior to the creation of the Condominium Corporation, the Council needs to be expanded to include other interested parties. In addition, they must be able to carry out these proposals as well as others that will be planned in the future. In a sense, the Community Council is a pilot project and its success or failure will be reflected strongly in the eventual make-up of the new school. With the large work-load program proposed in this section, the Council needs to develop into a larger and more flexible organization. The exact nature of that organization is unknown at this point, but it must be structured to respond to these and other objectives. It needs to expand its communications systems and subsequently, a community newspaper has been proposed and it is presently seeking funds. The Council needs to expand both its planning and operational capacity as has been indicated in this section. In short, the Community Council is now and will continue to be a vital link in the scheme of the Quincy School Complex.

Because of the preoccupation of the Council with its own establishment and with the development of the plans for the new school, it has not had the time to carefully prepare proposals for the programs suggested in this section. It will now begin this undertaking as a part of its funding search. In addition, it will continue to establish the kinds of relationships outlined in the document. In many ways, the future of the Project is the future of the Council and both depend to a high degree on the availability of outside funds, or on the ability of the agencies involved to support the intent and the work of the Project.

CONCLUSION 5.4

We believe it is axiomatic that satisfactory answers to the problems posed by this document will not be found unless the planning process is two way. That is, the process must be structured so as to allow a maximum of interaction between the relevant agencies and the people for whom the project is being designed. This principle cannot be compromised, for it represents the only way the project can be successful in meeting the needs of the people of the South Cove-Castle Square area and contribute significantly to their planning and developing a strong community.

The achievement of a process of joint participation must be based on certain guidelines regarding the extent of responsibility and degree of authority of each party. These guidelines must evolve out of the interaction among the parties involved and should not be assumed arbitrarily by any one party in advance of the opportunity for collaboration. These guidelines may be explicit or tacit but in all cases must be agreeable to the principals and clients involved. These include the Quincy School Community Council, the Boston School Department, the Boston Public Facilities Department, the Massachusetts Educational Facilities Authority, and the Tufts-New England Medical Center Planning Office. These guidelines should not be rigid; they must be flexible to meet the changing needs of the groups involved or the issue being considered. New relationships between agencies and community must be developed if the evolutionary process which is envisaged in this document is to be accomplished. We believe the analysis and recommendations included in it should be used as a guide in decisions regarding the path of future planning and implementation procedures.

When the interim planning period ends and the school complex opens, the relationships which have evolved must be modified to meet this situation. However, the same rationale for joint participation discussed above holds as strongly as before. If the urban school is to be removed from its pedestal of isolation and become an integral part of the community, the maxim of joint participation at all stages must be followed. This kind of process -- a dynamic process in which priorities and relationships continually undergo reevaluation -- is essential for the achievement of this goal.

APPENDICES

APPENDIX PAGE

6.1 LETTERS OF INTENT 89

6.2 LEGAL AND FINANCIAL MECHANISMS 107

6.3 HISTORY OF THE QUINCY SCHOOL COMMUNITY COUNCIL 109

6.4 HOUSING 119

6.5 PROJECT CHRONOLOGY 122

6.6 PROJECT PARTICIPANTS 124

APPENDICES

LETTERS OF INTENT

6.1

The following letters are indications from various agencies and organizations expressing their intentions to be involved in the Quincy School Complex.

THE LETTERS

Page

1. City of Boston Department of Health and Hospitals 90
2. City of Boston Parks and Recreation Department 91
3. South Cove YMCA 93
4. Office of Public Service 95
5. Associated Day Care Services of Metropolitan Boston 96
6. Family Service Association of Greater Boston 98
7. Boston Public Library 100
8. The Children's Museum 102
9. Supplement No. 1, to a Cooperation Agreement By and Between Boston Redevelopment Authority and Tufts-New England Medical Center 104
10. Letter from Leon N. Shapiro, M.D., Associate Dean for Educational Planning, Tufts University School of Medicine 105
11. Letter from Miles F. Shore, M.D., Director, Tufts Mental Health Center 106

HD 83

CITY OF BOSTON
DEPARTMENT OF HEALTH AND HOSPITALS

COMMISSIONER
ANDREW P. SACKETT, M.D.

TRUSTEES
DAVID S. NELSON, PRO TEM CHAIRMAN
BARBARA G. CAMERON
FREDERICK J. DAVIS
WILLIAM H. ELLIS, JR.
MARY W. FIDLER, SECRETARY
JOHN H. KNOWLES, M.D.
LAWRENCE G. LASKEY
IDA C. WHITTAKER

1864

BOSTON CITY HOSPITAL
818 HARRISON AVENUE
BOSTON, MASSACHUSETTS 02118

August 1, 1969

Dr. Sydney Gellis
Pediatrician-in-Charge
Boston Floating Hospital
Boston, Massachusetts

Dear Dr. Gellis:

This will confirm the discussions which have taken place with you and your staff as well as members of the Quincy School Community Council regarding our participation in the Quincy School complex.

The Department of Health and Hospitals intends to develop and coordinate a program with the Tufts-New England Medical Center for the staffing of a Health Service Center in the new Quincy School complex. It is estimated that approximately 7,000 square feet will be needed to carry out the program contemplated for the Health Center. It is my understanding that Tufts-New England Medical Center is fully committed to a program of active participation in and back-up of this Health Center.

It is my hope that this letter will be sufficient to warrant the construction of the Health Service Center by the Public Facilities Department as part of the school complex.

I look forward to working with you on this project.

Sincerely yours,

Jonathan E. Fine, M.D.
Deputy Commissioner
Community Health Services

JEF:sm
cc: Quincy School Community Council
Frank Kisbe

CITY OF BOSTON
PARKS AND RECREATION DEPARTMENT
CITY HALL ~~33 BEACON STREET~~ ROOM 802
BOSTON, MASS. ~~02108~~ 02201

JOHN D. WARNER
Commissioner

January 7, 1969

Mr. Richard R. Ruggiero
Development Specialist
Tufts-New England Medical Center
171 Harrison Avenue
Boston, Massachusetts 02111

Dear Mr. Ruggiero:

Enclosed herewith is a copy of the proposed program and staffing for the recreation facilities at the Quincy School.

In answer to your question on the possibility of the Parks and Recreation Department providing funds for the capital cost of constructing recreational facilities at this school, I feel that we would not be able to participate in this type of venture.

The policy of the Parks and Recreation Department is to program and staff recreation activities in buildings under the jurisdiction of other agencies providing the upkeep and maintenance of the facility is borne by the management.

If I can be of further assistance to you as you develop plans for the new Quincy School, please do not hesitate to call on me.

Very truly yours,

John D. Warner
Commissioner

JDW/ek

Enclosure

PROPOSED PROGRAM FOR THE QUINCY SCHOOL SOUTH COVE

RECREATION

1. personnel required
2. areas & facilities
3. schedule
4. equipment

1. PERSONNEL: one center director, two male instructors, two female instructors, two male swimming instructors, one female swimming instructor, one arts & crafts, one senior citizen instructor, also part time specialists are needed in sports... drama, music etc

   Duties: Center director-coordinate entire program. Program daily, weekly, and monthly activities. Assign work schedule to employes assigned to center, and to meet with representatives of local neighborhood groups.
   Male Instructors: one assigned full time to gym program. With assistance of director, set up basketball, track, weights etc. and other gym programs. Responsible for gym equipment
   Female Instructors: organize and supervise girls program.
   Game Room Director and Arts and Craft Leader: With center director coordinate game room program, schedule a variety program including, hobbies, painting, weaving, etc.
   Swimming Instructors: teach classes, instruct in Red Cross schedule meets.
   Senior Citizen Director: set up, organize and develop a well rounded program for Golden Agers. Provide meeting places for those seeking companionship, develop hobbies, arrange programs available in other areas.

2. AREAS AND FACILITIES:
   a. Gymnasium for both boys and girls (min. 75'-max. 94')
   b. Pool
   c. Exercise Rooms and Physical therapy
   d. Arts and Crafts, music, game, room
   e. Multi-purpose room (Senior Citizen, Meetings)
   f. Support Facilities (Lockers, showers)

3. SCHEDULE: Center should operate on two semi-annual schedules: winter and summer. Hours for winter schedule, 2 p.m. to 10 p.m. Monday through Saturday, Sunday from 1 p.m. to 6 p.m. Summer schedule would be optional, 9 a.m. to 9 p.m. Monday through Saturday.

4. EQUIPMENT:
   Gymnasium--apparatus, ladders, mats, pulleys, climbing ropes, etc.
   Sports-- Basketball, volleyball, boxing equipment, etc.
   Game Room-- Ping pong tables, banquet, pool, arts and crafts, etc.
   Multi-purpose-- refrig, stove, lounge, etc.

THE MARGINAL LEGIBILITY OF THIS PAGE IS DUE TO POOR ORIGINAL COPY. BETTER COPY WAS NOT AVAILABLE AT THE TIME OF FILMING. E.D.R.S.

SOUTH COVE
YMCA

GREATER BOSTON YOUNG MEN'S CHRISTIAN ASSOCIATION
[illegible]
[illegible]

RECEIVED MAR 19 1969

March 17, 1969

Tufts-New England Medical Center
171 Harrison Avenue
Boston, Massachusetts
Letter of intent

ATTENTION: Mr. Hermann H. Field, Director or Planning

Gentlemen:

During the past two years, the South Cove Branch of the Y.M.C.A. has worked with the T-NEMC Planning Office in the development of the Quincy School Project. During these years, the Y.M.C.A. has indicated an interest in playing an important part in the operation and development of this project.

The purpose of this letter is to express in a specific way the intentions of the Y.M.C.A. regarding the New Quincy School.

It is my understanding that the new Quincy School complex as currently planned will include among otherthings an auditorium, a gymnasium, a swimming pool, special exercise area, and a multi-purpose room which may be used for community purposes, and further that you anticipate these facilities to be financed by the Public Facilities Commission as school facilities.

Accordingly within the physical framework of the above facilities the Y.M.C.A. expresses its strong intent to work with the planning staff, the school department and the community to develop the necessary staff arrangements to establish appropriate community services. Depending upon further study this should at least involve staffing after school hours and perhaps during school periods.

A second area where the Y.M.C.A. would like to express its interest is in the field of day care. The growing need for day care centers in the urban setting being such, the Y.M.C.A. recognizes the opportunity to incorporate this into the Quincy School community and to work with other appropriate groups interested in providing this service.

A third area of interest is in the operation of a drop-in center. The Y.M.C.A. intends to construct or lease such a facility of approximately 2500-3000 square feet to serve the community.

SOUTH COVE
YMCA

GREATER BOSTON YOUNG MEN'S CHRISTIAN ASSOCIATION

continued--

The Quincy School Project proposes many exciting concepts and proposals. We look forward to working with you and the Quincy School Project staff in the development of our intentions.

Sincerely,

Bill McAfee

OPS
OFFICE OF THE MAYOR

RECEIVED MAR 1 2 1969

March 6, 1969

Dr. Hermann H. Field
Tufts New England Medical Center
171 Harrison Avenue
Boston, Massachusetts

Dear Dr. Field:

This will confirm preliminary commitments made by the Mayor's Office of Public Service during the two meetings held with you and your staff, and representatives of the Quincy School Project Community Planning Council.

OPS is prepared to staff a Neighborhood Service Center or "little city hall" if adequate space is provided in the new Quincy School. Because of the relatively small population of the South Cove and the service area of the Quincy School which will include the Castle Square Development in the South End, the proposed Center will be a sub-center of the South End Neighborhood Service Center. In the same way, we have established a Center in the Brighton Municipal Building serving the Brighton community as a sub-center of our Allston trailer.

We estimate that we will require about 500 square feet, enough space for three staff members. This should give us adequate expansion possibilities, as well as provide space for specialists on a part-time basis as required. In addition, we would require a convenient and easily accessible location, and accessibility to a meeting or multi-service room.

We look forward to working with you and the Community Planning Council in the future.

Sincerely,

Daniel J. Finn, Director
Office of Public Service

cc: Mr. Carl Hahn

OFFICE OF PUBLIC SERVICE • CITY HALL • BOSTON • MASSACHUSETTS • 02108

ASSOCIATED DAY CARE SERVICES
OF METROPOLITAN BOSTON

14 SOMERSET STREET, BOSTON, MASS. 02108
TELEPHONE: 227-4308

Mrs. Glover B. Mayfield, *President*
Mrs. Robert A. Weaver, *Vice-President*
Mrs. H. Burton Powers, *Secretary*
V. Carlisle Smith, *Treasurer*

Sibley Higginbotham, *Executive Director*

April 18, 1969

Mr. Richard R. Ruggiero
Planning Office
Tufts - New England Medical Center
171 Harrison Avenue
Boston, Massachusetts 02111

Dear Mr. Ruggiero:

I am writing to you in respect to our interest in the plans you have outlined both in person and in your letter of March 12 in respect to a day care center as a part of the Quincy School complex. At the March meeting of our Board of Directors, the following vote was passed unanimously. "The ADCS Board of Managers authorized the ADCS Executive Director to participate in the planning, development and possibly the operation of the day care aspect of the Tufts New England Medical Center -- called the New Quincy School Complex."

I am sure you understand that our involvement in the actual operation of such a day care center relates very closely to the question of funding. As you know, the Office of Planning and Program Coordination of the Executive Office for Administration and Finance of the Commonwealth has outlined group day care costs and has set the figure of $1,862 as representing annual cost per child for an acceptable level of quality. The implications are obvious when extrapolated to cover costs for a large day care center.

However, the Social Security Amendments of 1967 are opening the door for greatly expanded day care with at least 75% Federal funding. The action taken last week by our Legislature in introducing State sponsored day care into the Deficiency Budget gives us hope that Massachusetts will begin to take advantage of the available Federal monies. This may give part of the direction for the funding of your day care center.

As indicated by the above vote, we would be glad to be involved in planning with you for your day care component; this would include the aspect of working on the problem to find funds. If successful, this could mean the possibility of our administrative involvement in the center. We would want it clearly understood that any planning for a day care center such as you are contemplating should involve the active participation of community people including potential recipients of service.

~~Your~~ One other possibility for our eventual involvement should be noted here. As we outlined to you in our discussion, an affiliate relationship to the day care center that did not include administration might be possible. Under such a relationship, we could provide on a purchase of service basis, ongoing consultation in early childhood ~~consultation~~, social service, nutrition and administration, depending on the needs of the center.

Currently, we have such an agreement with the Salvation Army Day Care Center in Dorchester.

I trust that the above will be helpful to you in your plans for the services you need.

Cordially yours,

Sibley Higginbotham

Sibley Higginbotham
Executive Director

SH/eh

FAMILY SERVICE ASSOCIATION OF GREATER BOSTON
STRENGTH TO FAMILIES UNDER STRESS
34½ BEACON STREET, BOSTON, MASSACHUSETTS 02108 / 523 6400

G. Storer Baldwin
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Assistant Executive Director

Mrs. Anne Ford
Director of
Professional Services

Professional Social Work Counseling on Family and Personal Problems

Member, United Community Services of Metropolitan Boston

Sharing in The Massachusetts Bay United Fund

June 24, 1969

Miss Lewjean Hower
Coordinator, Quincy School Project
Tufts-New England Medical Center
171 Harrison Avenue
Boston, Massachusetts 02111

Dear Miss Hower:

At a recent meeting of our Board of Trustees your letter of May 8, 1969, in which you request the Association to consider providing family services within the proposed Quincy School complex was summarized.

The Trustees and various staff members are challenged by the possibility of providing family service in a community school, offering as it will the opportunity to work with the children and particularly with young parents.

It is the present intention of the Family Service Association of Greater Boston to provide family service in the proposed complex when it is completed at some time in the future. However, the Association's current intentions to provide services at some date in the future are dependent on the availability of income at that time to make possible the necessary family service. Furthermore, in rapidly changing times and increased requests to the Association, the Association is reluctant to commit itself to more than present intentions.

Our Trustees suggest that if United Community Services of Metropolitan Boston has not been involved in your plans for the Quincy School complex they be brought to the attention of UCS since a very large percentage of the income of the Family Service Association of Greater Boston comes from UCS and since the Association would look to UCS for additional funds not available from other sources for the expansion of its present family services.

Very truly yours,

Donald W. Moreland
Executive Director

DWM:pjl

CABLE ADDRESS, "DARTMOUTH BOSTON"

Boston Public Library

Boston, Massachusetts 02117

RECEIVED JUL 22 1969

July 18, 1969

Mr. Herman Field
Director of Planning
Tufts/New England Medical Center
171 Harrison Avenue
Boston, Massachusetts 02111

Dear Mr. Field:

If a community group commits itself to setting up a reading area, perhaps in connection with a neighborhood cultural, information and exhibit center within the projected building being planned in the area of the Tufts/New England Medical Center to house, as one among many other activities, a replacement of the present Quincy School, the Boston Public Library would be quite willing to be as cooperative as possible by participating in the planning process, by making pertinent professional advisory services available as needed, and by lending materials (books, films, exhibit material, etc.) where the program of the community group could be assisted by such loans or deposits.

For example, if the community group were to plan a series of film showings or a series of discussion programs that could be stimulated by the use of certain films, the Boston Public Library would lend films for that purpose. If the group were to plan a community bulletin board, the Boston Public Library would keep a flow of information available as to Library activities in the Central Library, in other Branches, or in other libraries in the Region, for posting on such a bulletin board. As the group identified particular subject areas for exhibits, programs, or general reading interests, the Boston Public Library would undertake to provide rotating deposits of selected titles pertinent to the topic for display, browsing, or loan from the community reading area.

It must be understood that the group would assume responsibility for the proper housing and normal protection of such material. It would also have to be understood that such commitments would have to be planned within a reasonable time-table and that the overall needs of other users of the Boston Public Library would have to be respected. After a reasonable interval, provisionally one year, the arrangement would be examined and evaluated as to its continuance.

We hope that this presentation captures the gist of our recent discussion from your point of view and will be of assistance in forwarding your overall plans and programs.

Very truly yours,

John M. Carroll
Assistant Director, for
General Library Services

RECEIVED JUN 2 7 1969

June 26, 1969

Mr. Herman H. Field, Director
Quincy School Project
Planning Office
Tufts New England Medical Center
171 Harrison Avenue
Boston, Massachusetts 02111

Dear Mr. Field:

This letter is to express the Childrens Museum's continuing interest in cooperating with the various agencies working towards the successful development of the Quincy School Project. But also I would like to suggest one area where the Museum's special talents could be of specific help to the Project.

It is our understanding that current plans call for the inclusion of at least three areas where activities might be carried on as a part of both the in-school and after-school programming that relate directly to the sorts of things the Children's Museum does. First would be an exhibit area, accessible to the casual passerby and equipped with proper lighting and display furnishings that the school and community could use as a place to show off school and community achievements, communicate information about special events, present the natural and social history of the community, exchange ideas and plans about how the community might change, and of course exhibit materials and ideas available from sources like the Children's Museum that broaden everyones view of what's going on in the world outside the Quincy district.

the Childrens Museum
the Jamaicaway / Boston 02130 / JA2-4800

Second, would be several workshop/meeting rooms equipped with work tables, electric outlets, a sink and project storage space, where individuals, tutorial groups, and community groups could meet, study, plan and make things. Finally, a materials reference and storage area where books, artifacts, specimens, recordings, films, photographs, charts, models, exhibits, kits and other things could be catalogued, housed and examined.

We would be delighted to cooperate with the project staff on developing the building program for these three areas as well as helping to work out how they might be programed, staffed, administered and funded after the building is completed.

Please let me know if we can be of any further help in these or other ways.

Cordially,

Michael Spock

Michael Spock
Director

MS:aj

Excerpt from: SUPPLEMENT NO. 1, TO A COOPERATION AGREEMENT BY AND BETWEEN BOSTON REDEVELOPMENT AUTHORITY AND TUFTS-NEW ENGLAND MEDICAL CENTER

XIII. Neighborhood Medical Care. The Medical Center agrees to provide a medical service plan by which all students of the new Quincy School as presently planned for approximately 800 students will have available free physical examinations, screening and first aid (at a cost to the Medical Center not exceeding $60,000 a year), with referral of those requiring further diagnosis or treatment to family physicians or others as the circumstances may require; and further, that if other treatment facilities are not available to such students and their families, treatment will be provided by the Medical Center to the extent that reimbursement can be procured from such sources as special grants, insurance, Medicare, Medicaid and the like, and to the extent it is not so available the Medical Center will give them special consideration for care, free or at reduced rates, consistent with its obligations to others.

(20 December 1968)

The Quincy School Planning Project Staff
Hermann H. Field, Director
Tufts-New England Medical Center
141 Harrison Avenue
Boston, Mass.

Dear Sirs:

The Tufts University School of Medicine is currently re-examing its overall curriculum in view of its plans for a new medical school facility. As a part of this investigation and subsequent recommendations, an emphasis on training and exposure in non-hospital settings will be included in the course of study. The new Quincy School offers such a setting.

Accordingly, the Medical School intends to include, as a major elective in Clinical Medicine, an option for medical students to work in the new school in conjunction with the health team from the Tufts-New England Medical Center and the Boston School Department. As currently planned, five students could be involved at any one time and would work closely with students, parents, teachers, and health specialists in the development and implementation of the health program. These students would work at a sub-school or classroom level and would become a part of an interdisciplinary team working with the children on a day-to-day basis. In addition to one student working in each of the four sub-schools, a fifth could work in the day-care center for very young children.

We are pleased to have this opportunity to cooperate in this project and can see value both for our students and for the students and staff of the new Quincy School.

Yours,

Leon N. Shapiro, M.D.
Associate Dean for Educational Planning
Tufts University School of Medicine

NEW ENGLAND MEDICAL CENTER HOSPITALS
The Clinical Unit of the Tufts-New England Medical Center

Uniting the Boston Dispensary,
Boston Floating Hospital
for Infants and Children,
and Pratt Clinic-New England
Center Hospital

171 Harrison Avenue, Boston, Massachusetts 02111   *Area code 617 542-5600*

March 11, 1969

Mr. Frank Kibbe
Planning Office
Tufts New England Medical Center
49 Bennett Street
Boston, Massachusetts

Dear Mr. Kibbe:

This is to affirm the commitment of the Tufts Mental Health Center Program to serve the Quincy School. The Tufts Mental Health Center Program has accepted responsibility for the mental health needs of individuals who live and work in its mental health catchment area. The Quincy School by virtue of its being located within the catchment area would be served by the Tufts program.

Our services to schools include consultation to teachers and principal, and screening services for school children who show emotional problems. We are also planning for special classes for emotionally disturbed children.

We will be very glad to include the Quincy School in this program.

Sincerely,

Miles F Shore

Miles F. Shore, M.D.
Director, Tufts Mental Health Center

MFS:nmz

cc: J. Hooley

LEGAL, FINANCIAL, AND DEVELOPMENTAL STRUCTURES FOR QUINCY SCHOOL PROJECT 6.2

The legal, financial, and developmental structures for the Quincy School Project should be derived from and develop out of the basic nature of the Project itself. It must be designed to serve as a framework or structure within which the building complex with its many operational facets can be built, maintained and operated in a way which will complement and enhance the basic objectives of the Project. It should not inhibit or limit the possibilities for continuing change and evolution of the Project. It must be designed to be as simple as possible, so as to facilitate the developmental process.

In terms of financing and development, the Project is presently at an early stage. Until architectural work is carried to a point where costs can be accurately estimated and requirements better articulated, it is difficult to develop any definitive financial plans. However, the preliminary program has been carried far enough that it is possible to provide a fairly definitive outline of structure, with the expectation of change and evolution as planning proceeds during the next several months.

I. Legal Framework

As a legal matter, the requirements of the Project practically dictate the type of legal ownership which can be used. The program envisions a building conceived as a single structure which is to be financed and managed by at least two, and perhaps several, separate public or private agencies. In addition, several of the areas within the building complex are to be shared in use by different groups.

The logical instrument, given this concept, is the condominium form of legal ownership, and the Project has proceeded from an early date on the basis that the condominium statute(Chapter 183A of the Massachusetts General Laws) will be available for this purpose. To that end, a bill (H.1358) was filed with the Massachusetts Legislature and has become law. Under this statute, the Condominium Law may be used for both private and public purposes and for a building designed or used for commercial, residential, office, or any other purposes. Under the Condominium Law, each owner of the space in the structure stands in the same legal position as the owner of a separate physical structure on its own piece of land -- he owns his own property, finances it himself and is taxed on the basis of his use. Thus, he has the advantages of individual ownership within a multi-tenant building.

The condominium form of ownership also has the advantage that management and operation of the building are under the control of a board on which representatives of all the owners will sit. This board will serve as a natural vehicle for coordinating the use of common facilities within the proposed Quincy School Building Complex and for resolving any differences or disputes as to their use. It is expected that not only the School Department, as owner of the school space and the owner of the housing units, but also the Community Council and representatives of various major tenants (in effect a miniature town meeting form of government) can thus be created to operate the building, in this way providing another method of meeting the basic objective of integrating community and school.

II. Financial

The financing of the construction of the Complex falls into two main categories, that of school and related spaces and that of housing and related spaces. It is our expectation that the school space will include the following items: sub-school areas, resource center, food service areas, recreational areas (including gymnasium, swimming pool, exercise, wrestling, and dance rooms), auditorium-theatre, and community rooms. These come to a total of 116,120 square feet of space, or approximately 145 square feet per pupil. In these areas are included corridor service and related service areas within the building.

The housing area, approximately 150-200 units, would have related to it the Drop-in Center, the Day-care Center, and a small amount of commercial space.

In addition to these two main categories, there would be a small amount of public space which is not school in nature, including the reading room, the Little City Hall facility, and the community health-care facility.

All facilities would share jointly in the parking to be provided for approximately 250 cars with a majority of the cars being allocated to the housing in terms of cost of construction. In addition, the playground roof-top area would be shared jointly by the housing and the school, with a majority of that facility being allocated to school use.

The financing of each of these elements would be somewhat separate. The school would be financed in the normal way that school construction is currently being handled in the City of Boston with the State providing 60% of the total development cost. The housing would be financed either by the Educational Facilities Authority or perhaps as to some units by the Boston Housing Authority. The additional public space would be financed by the Public Facilities Department, with allocations being made to the appropriate Health and Hospitals or Little City Hall budgets.

III. Development

Since essentially all of the facilities being developed are public in nature, that is, either School Department or Educational Facilities Authority financed, the development should logically proceed via the public bidding route under a single contract. It appears most expeditious at this point in time, pending final decision by the appropriate agencies as to their willingness to commit to the financial package implied by the building spaces which have been recommended in this report. Assuming these financial commitments are made, however, the legal and developmental procedures do not appear unduly cumbersome or complicated. In addition, it would appear that the condominium form of ownership would be supportive of both the financing requirements and the ultimate community objectives of the Quincy School Project.

A HISTORY OF THE QUINCY SCHOOL COMMUNITY COUNCIL

Leila Sussmann*
Department of Sociology
Tufts University
Medford, Mass.

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* I have been a participant-observer of the Quincy School Community Council and the temporary committee which preceded it. The Council asked me to write this brief history on the ground that, as an observing non-member, I could be "detached". While Council members have given me their reactions to these pages, they have exercised no censorship over what is written here. Responsibility for the contents is solely mine.

My sources of information have been 1) my own observations; 2) the Council's minutes and other official documents; 3) interviews with 16 of the most active Council members.

To avoid confusion, I should note that, while I am a member of Tufts University, I am not a member of T-NEMC Planning Office staff, which plays an important part in this history.

It was advertised in print, by bull horn, and by word-of-mouth. Fifty to sixty residents of Castle Square, Bay Village, and the greater South End attended. They heard a description of the Project by members of the staff and they asked challenging questions. The central challenge was: Why had the staff taken so long to come to the community? By what right did they plan for, rather than with, the community?

Challenges like this had a familiar ring in the United States in 1968. The particular case aside, there was a widespread feeling, though not universally shared, that they deserved a serious response.

In the particular case, it was agreed that the matter be discussed further. From among those present, representatives of each community and of Tufts were chosen for a Temporary Committee which met the following week -- and every week thereafter.

2. Organizing

The August 15 meeting thus initiated a conversation -- between the Quincy School Project staff and the communities; within each community; and within the staff. Council members speak of this conversation as a period of "establishing trust", "sparring around and feeling each other out", "getting to know you".

Each component of the Temporary Committee had to establish its legitimacy in the eyes of the others. The Project staff wanted assurance that it was dealing with groups which could legitimately claim to represent Chinatown, Bay Village, and Castle Square, the three communities in the catchment area of the new Quincy School. Community representatives challenged the legitimacy of all decisions made without their participation. They wanted to know what powers the Project staff commanded and how far these powers would be shared with them.

Through September and October, the groups acted to meet each other's challenges. The three communities sought procedures for legitimizing their representation. In each case, the task was slightly different. In Bay Village, a well-established Neighborhood Association chose delegates to represent it, giving each the power to vote the interests of the community as he saw them. A Castle Square Neighborhood Association was in the process of being founded and building its membership. In mid-November, it designated delegates adopted a procedure of caucusing each time there was a vote -- first to determine whether to cast their votes as individuals or as a unit -- and if as a unit, how to cast them.

Chinatown had a recognized set of organization which care for and represent the community's interests. After meetings of the Chinese Benevolent Association (C.B.A.) and the Chinese American Civic Association (C.A.C.A.), the latter group was designated by the C.B.A. to choose delegates for Chinatown. Having been selected, the Chinatown delegates decided to vote according to unit rule.

The Tufts staff wrestled with the question of whether they ought to act as a liaison between the Planning Office and the communities, or whether they ought to have a closer link with the group which was taking form. They had to clarify to the community representatives that they could speak only for the Planning Office and not for the whole T-NEMC. They also had to communicate large amounts of information concerning their work of the previous twenty months -- and the community representatives had to absorb the information -- all very rapidly. The process was not without mishaps.

At the end of September, a community representative suggested a plan for a permanent Quincy School Community Council. The Tufts staff developed the plan in the form of a voting structure which gave them membership in the permanent group and made it possible for either the staff or the three communities to veto proposals of the other. The community representatives rejected this structure and countered with another which, after much discussion, was adopted at the end of October. Chinatown was assigned 5 votes; Caste Square, 5; Bay Village, 3; the South End, 1; and the Tufts staff, 5. Decisions could be made by majority vote with the minority having an option to write a dissenting report.

In the seven months since it was created, this voting mechanism has been used only two or three times. Virtually every decision the Quincy School Community Council has made, it has made by consensus. Where a consensus could not be reached, decisions have been postponed in the hope that a consensus would have formed at a later date.

By the time the voting structure was adopted, the legitimacy of the Council's component groups for each other was reasonably well-established. Mutual trust had reached the point "where we could work together as a unit". All parties had made concessions. The Tufts staff became part of the Council sans veto power. They agreed that all past decisions were subject to review, while reminding the Council that there was not unlimited time for the process. The Advisory Council had invited the Community Council to send representatives to its meetings. At the request of the Community Council, they had also agreed to hold public meetings in the future so that community residents who wished to might attend.

The three communities had gone to pains to develop legitimate procedures for choosing representatives to the Council. They met Tufts' plaint that there were no funds for community work with the offer to work without funds. Twelve well-attended weekly meetings demonstrated that the offer was not an idle one. Today the fact is clearer still. I estimate conservatively that through the end of May, 3,000 volunteer man-hours had gone into Council meetings and at least an equal number into working sub-committee meetings. This leaves out of account the long hours of informal personal discussions within and between delegations which go far to explain the Council's capacity to maintain a consensus.

The consensus was notable because the Council is in many ways a diverse group, representing different interests. Bay Village is a neighborhood of white residents with a high average-income. Many own their homes, valuable property ly relating to education -- in the local colleges and universities. The Council then tries to get through its agenda by 10:30 p.m. and seldom succeeds before 11:00 or 11:30.

The times and places of meetings are announced in advance. All meetings are open to the public. Anyone may come and speak, whether a Council member or not.

The fact that the formal voting structure is rarely used has permitted several faithful attenders who do not have formal voting rights to play an active role on the Council. For instance, two ministers of the Church of All Nations, ineligible to Bay Village because although they work there, they do not reside there*, have played such a role. The Council has made a statement of principle that people who work in any of the neighborhoods are as much a part of the community as the residents, and are eligible for Council membership. De facto, it works on this principle. However, its formal structure has not quite caught up with this dictum.**

Nearly every meeting has visitors: persons like myself who are studying the Council; persons invited to give information concerning specific agenda items; community residents who drop in when the meeting is in their neighborhood to see what is going on and have their say. Usually between 15 and 30 people attend. The tape presumably records everything. The secretary tries to record conclusions reached, decisions made. At the end of the meeting, these minutes are read for amendment and approval. The Planning Office then distributes them to a mailing list of 180 community people and other interested parties.

Although the voting structure was adopted October 29, one further organizational task was not accomplished until January. At the meeting of December 2, a member suggested that the staff of the Quincy-Lincoln school district be invited to join the Council. The proposal quickly gained majority support. There was debate only over how best to approach the school staff. To understand the Council's concern over the proper approach, one must recall that this was the year of the prolonged teachers' strike in New York City and of the tragic rift between the Teachers' Union and several New York communities. After discussion, a letter was sent to the Commonwealth Department of Education, the District Superintendent, the Boston Teachers' Union, the District Principal, and the teachers, setting forth the Council's purposes and inviting membership of the district staff. There were informal meetings at the schools on the teachers' invitations. The District Principal invited the Council to make a formal presentation at the monthly staff meeting in January. While the teachers have not yet taken up the invitation to voting membership on the Council, a group of eight to ten found time to meet with the sub-committee on curriculum, and contribute to its work. Since the new Quincy School is planned for the K through 5th-grade age group, it is not surprising that most of the teacher-participants came from those grade levels. The number participating was roughly half the K through 5 teachers in the district.

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* The Bay Village Neighborhood Association ruled that only residents might be its voting delegates on the Council. In contrast, Chinatown has not confined its voting delegates to those who live within the geographic boundaries of Chinatown.

**Among those who work in the community, voting membership on the Council has up to now been provided only for the school staffs.

3. Working

Most Council members perceive that the phase of "establishing trust" was followed by a phase "when the ball got rolling", but some date the second phase from the beginning of November and some from December. The voting structure once settled, the Tufts delegates instantly reminded the Council of impending deadlines. The new Quincy School was scheduled to open its doors in 1972. There was only so much time for planning and for building. A planning document had to be submitted to the Public Facilities Department and reviewed by the Boston School Department. The Project staff had written a first draft which served as a jumping-off point for work on a Council-written document.

If the multi-use urban building conceived by the Project staff were acceptable to the Council, it was necessary to demonstrate its feasibility by obtaining commitments from appropriate agencies to rent space and staff its various components. The Project staff had explored many possibilities for obtaining these "Letters of Intent", but much remained to be done.

To accomplish its tasks, the Council sprouted sub-committees. A sub-committee on Budget and Personnel was formed early to write the job description for Council coordinators, to advertise the position, screen applicants, and make recommendations. Two coordinators were hired January 23rd.

A Committee on Curriculum was formed November 18th and began meeting -- sometimes in the evening, sometimes in the afternoon -- at the Lincoln School, for the convenience of its teacher-members to discuss in broad terms the kind of education they would like to see in the new Quincy School.

A Committee on Goals and Policy was charged with the task of defining a "continuing process" through which the community might be permanently involved in the new Quincy School. Occasionally, it was asked to wrok on a specific issue when the full Council had failed to reached consensus, e.g., to incorporate or not to incorporate.

A Recreation Committee reviewed the recreational facilities for both school and community proposed by the Project staff for the multi-use building.

All committees wrote reports for eventual incorporation into a planning document. Finally, a document-writing committee took on the task of pulling the committee reports together. For several weeks it met three or four times a week to write. When it had produced a rough draft, this was circulated to the entire mailing list with requests for reactions. Several Council meetings were held for the same purpose. The document committee then wrote the final draft, taking account of the critiques it had received.

The Council having agreed on the desirability of most of the components of the multi-use building (there was real controversy only over the character of the house to be built) continued the work of finding agencies which would write letters of intent to rent, staff, and operate them. This involved them in dealing with the Mayor's office about the possibility of a "Little City Hall" in the building; with the Library Department about the possibility of having a public library branch; with the YMCA and the Department of Parks and Recreation concerning the operation of the recreational facilities; with United Day Care, United Community Services and United South End Services about the projected day care center and drop-in center for children and young people; with the Educational Facilities Authority about potential housing; with the Department of Health and Hospitals about space for health care, and others. Most of the work of dealing with these agencies necessarily fell on the shoulders of the paid full-time coordinators and Tufts Project staff. Other Council members represented the body in these negotiations when they were able to spare the daytime hours.*

In order to gain a first-hand impression of innovative educational methods, Council members visited a number of schools. These included the Boardman, the Shady Hill, the New School, the Highland Park, the Horace Mann, the Lewis, the McCormack, the Fayerweather, the Bridge, and other schools in greater Boston and the Two Bridges school district in New York City.

The Council also established contacts with organizations similar to itself, most notably the South End Community Education Council and the Friends of the Mackey School. Thirty-four Oak Street, Council headquarters, immediately illustrated the shortage of recreational space for young people in the area: they knocked on the doors to ask if they could use it. At present, 34 Oak St. is a drop-in center and meeting place for a club of young people. They have sanded the floor and painted the second-story room where the Council meets and where they, on other evenings, have held parties.

An inside joke is often the sign that a collection of people have become a cohesive group. The Council's joke is a McLuhanesque cliche, "The process is the product". The Council's most tangible product is its planning document. Its most significant products are not tangible and may be strong or fragile -- I find it hard to judge.

First, there has developed a network of personal relationships among residents of the Bay Village, Castle Square, and Chinatown communities, which although geographically contiguous have not been interrelated in this way before. The likelihood is thereby increased that the three communities can and will act together on matters of common concern beyond the Council's scope.

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* The fact that many community residents can do volunteer work only in the evening and that service agencies work from 9 to 5 is not a trivial obstacle to community participation in this work. For example, it is difficult for parents, especially working parents, to get to school during the day, and equally difficult for teachers, who often travel home to their families in other communities, to return to school in the evening.

Second, many members claim that their experiences on the Council have been an "education". They have seen progressive educational ideas in action. They have dealt with government agencies and learned something of how they function. It is equally true that the agencies, in dealing officially with the Council, have accorded it an important degree of recognition. On matters concerning the new Quincy School, the Council is the established spokesman for the community.

There are other activities which are, at least in part, a consequence of the Council's career. The effort to establish a parent-school group in the Lincoln-Quincy district is one. The opening of new channels of communication between policy-making levels of T-NEMC and representatives of the community concerning matters broader than the new Quincy School is another.

Even if the Council were to disappear, these effects of its work would continue to be felt.

4. The Future

With its planning document completed, the Council faces a new set of problems. How shall it maintain community involvement between now and the time the new Quincy School opens its doors? Where can it obtain funding to puts its continuing activities on an independent base? Can it and should it maintain its present loose, open-end structure, or should the structure become a tighter, more conventional one, with elected officers as well as paid coordinators who are empowered in some degree to act for the group? The questions are interrelated and there is division of opinion on each of them.

On the matter of continuing involvement, the Council has been assured by the Public Facilities Department that it may participate in the selection of an architect for the school and in continuing review of the architectural plans. Other new activities are underway. The Council is engaged with other agencies in coordinating a program of summer recreation for youngsters of the area. A new committee is looking into the projected health services for the new Quincy School, a matter which has received little attention from the Council up to now.

Beyond this, some Council members want to begin "transitional programs" -- analogous to those of the Tufts health team and Project staff -- which will give them preliminary experience with activities eventually to be located in the school-community building. Two proposals are written: one for a small, multi-ethnic nursery school to emphasize parental involvement and to "produce a strong nucleus of parents able to articulate what they want for their children"; and a second for a tri-lingual newspaper (Chinese, Spanish, English) to serve the South Cove and the South End. Both these proposals are searching for funds -- as is the Council *qua* Council.

In order to receive funds as a non-profit agency, the Council must incorporate. To incorporate it must have officers. A new incorporation committee is wrestling with the question of organizational structure which divided the Council six months ago. That incorporation is necessary is now agreed. The problem is to write a set of by-laws which will both conform to legal requirements and satisfy two schools of thought on the Council: those who put a higher value on broad participation than on efficiency, and those who feel that the Council must be able to act with more speed and efficiency in the future and therefore must empower elected officials to some extent to act for it.

Also in the future is the making of actual plans for the new Quincy School. The Council's planning document is advisory. How much of its vision can be realized depends on the city and state agencies which must finance, build, and run the school. That there will be a gap between what they want and what proves proves possible will come as no surprise to most Council members. However, I believe the conception of their proper role in the school demands that they have a full opportunity to inform themselves -- rather than being told what is and is not possible. It is my impression that what the Council and many similar community groups want is real partnership in making the real decisions. Since our present legal institutions do not provide for this degree of local community participation in planning and running schools, it can occur only if new institutions are invented. Perhaps this is happening. A historian cannot know until after the fact.

HOUSING

The idea of joint or multiple use of urban sites proposed for the Quincy School Complex is not an invention of this Project. The notion of combining schools with other uses was developed first in New York City by Lloyd K. Garrison while he was President of the Board of Education. The promotion of this concept resulted in the creation of the New York State Educational Construction Fund, a public benefit corporation empowered,among other things, to promote developer interest in undertaking combined school-related projects. What the Quincy School Project did was to recognize this approach as a way to maximize the use of an inner-city site. The land shortage problem was brought about by the South Cove Urban Renewal Plan which by its parcelization of land had taken one large block of land (100,000 sq.ft.) and designated 25% for housing and 75% for an elementary school originally intended for 300 children. By accepted standards, this allocation was insufficient for the proposed activities, and as time passed the problem became more acute for the projected enrollment increased to 800. The proposal which this project has set forth calls for the construction of the school and related facilities over the entire 100,000 sq.ft. site with the housing built on top.

While this combined school-housing concept was bearing fruit in New York as a result of the Garrison Law, the Planning Project had the job of introducing this development concept to Massachusetts and to request the necessary changes in Massachusetts laws required to implement such a concept. The basic law that needed change was the condominium statute which restricted condominiums to residential developments only. An amendment allowing both public and private ownership of the same building and any number of separate functions within that building was passed by the Legislature and signed into law in August 1969. The next step was to develop a housing program appropriate to the Quincy School and community and to find a developer who would carry out such a program.

Housing Program

The initial housing program for the Quincy School Complex called for the construction of between 150-200 units of moderate income housing. The rent range was projected to be somewhat higher than the 1,000 units of FHA 221 (d) (3) housing which are being planned or have been completed in the immediate area. One reason for not selecting a federally sponsored lower income housing program was to avoid additional complications and delays which would inevitably result from Federal participation. (In most cases, Federal program guidelines would have prohibited a development like the Quincy School Complex.) A second was to provide a wider range of rent ranges within the area.

With the housing program in hand, it was time to promote developer interest. The results of several discussions with private developers proved discouraging. The general feeling that was displayed by the developers was that it is difficult enough to build moderate income housing on a leveled site with no encumbrances, but to try and build it on top of a school -- some 60 feet in the air -- as part of a condominium -- with the other party being a public agency possibly requiring the housing to be publicly bid -- on a parcel of land owned by the Boston Redevelopment Authority and subject to urban renewal controls and with a rapid transit subway line running under the site, was nearly impossible.

Two events were taking place at this time which changed the direction of the housing program:

1. The Governor had just signed into law an act creating The Educational Facilities Authority. This Authority was empowered to loan money to colleges and universities for, among other things, the construction of married student housing.

2. With the acceleration of plans for the expansion of the Tufts-New England Medical Center, the problem of housing for married students, interns and residents became more acute.

These two factors coupled with the difficulties of attracting private developers led to the proposal to construct Married Student Housing as part of the Quincy School Project. An understanding was reached between the residential groups and the Tufts-New England Medical Center through which the idea of Married Student Housing was found acceptable to all parties involved.

The inclusion of Married Student Housing into the Quincy School Project adds new dimensions to the Project, namely:

1. It emphasizes and strengthens the Medical Center's involvement in the community and provides an ideal setting for further relationships to develop.
2. A series of community facilities including, among others, a day-care center and a drop-in center would be constructed as ancillary facilities to the Married Student Housing project. It is doubtful whether these facilities could have been constructed under any of the private housing programs.

Program Requirements for the Married Student Housing

150 units of housing are to be constructed for residents and interns of the New England Center Hospitals and students of Tufts University Schools of Medicine and Dental Medicine. As plans for the construction of housing proceed, efforts will be made to allow families associated with the operation of the Quincy School Complex to also live in this housing.

The proposed breakdown of the apartments should be as follows:

30	small one-bedroom apartments	600 sq.ft.
70	large one-bedroom apartments	700 sq.ft.
50	two-bedroom apartments	850 sq.ft.
150	Units TOTAL	

The plans for the affiliated community facilities are to be found in the body of this document.

Public Housing for the Quincy School Complex

A major problem of every major city is the acute shortage of low income housing. Boston and in particular the South Cove-Castle Square area is no exception. While Federal programs for private developers have been instituted to expedite the construction of housing for families of low income, little or no progress has been made. The prime reasons for this delay are the high costs of construction, rising interest rates, and backward construction techniques.

Public housing programs seemingly are the only sure answer for providing housing for families of low income at this time. Public housing authorities, however, are generally plagued by federal restrictions and guidelines which are so stringent that they render the authorities ineffective. In Boston, the Public Facilities Authority which was created in 1966 to expedite the construction of schools and other public facilities has proposed that they construct 50 units of leased public housing as part of the Quincy School Project. Legislative and judicial actions are presently underway in an attempt to make this approach feasible, but all participants in the Project feel that the addition of these 50 unites would greatly strengthen the Project as a whole.

PROJECT CHRONOLOGY 6.5

Approx. 1961	Beginning of the South Cove Redevelopment planning and plans for the new Tufts-New England Medical Center (T-NEMC)
1962	Sargent Report -- declaring the Quincy School obsolete and assigning new school
1963	Early exploration by T-NEMC, RE: a new school
1964-65	Contacts between Boston School Department and T-NEMC concerning the new Quincy School
1965	Passing of Elementary and Secondary Education Act of 1965
April 1966	1st Title III application by Boston School Department including Quincy School Project
Sept. 1966	Granting of $26,500 to Boston School Department for Quincy School planning to be carried out by T-NEMC Planning Office
Nov. 1966	Hiring of planning staff for Quincy School Project for initial 10 month period
Jan. 1967	Application to Title III for first pilot program grant in health care
July 1967	Application to Title III for second pilot program and for a second year of planning
Sept. 1967	$110,000 granted to Project for the first year of the pilot health care program
Aug. 1967	Application to Educational Facilities Laboratories, an affiliate of the Ford Foundation, for additional planning funds
Sept. 1967	End of initial planning budget period
Oct. 1967	Notification of rejection of both July 1967 Title III proposals
Nov. 1967	Notification of award by Educational Facilities Laboratories of $30,000 to support further activities in programming and documentation
Jan. 1968	Reapplication to Title III for a second year of planning

March 1968	Expansion of planning staff
June 1968	Granting of $39,402 to Boston School Department for a second period of Quincy School planning
June 1968	Beginning of community organization work funded by Boston School Department; Beginning of a summer recreation program in Castle Square by residents and T-NEMC staff
Aug. 1968	Open community meeting and beginning of Quincy School Community Council
Jan. 1969	Funding of the Quincy School Community Council by the Boston School Department and the Quincy School Project
March 1969	Opening of the Quincy School Community Council office at 34 Oak Street
June 1969	Notification of award by Carnegie Foundation of $15,000 to Quincy School Project as a temporary funding measure
June 1969	Beginning of summer program by Quincy School Community Council staff at 34 Oak Street and in Castle Square
July 1969	Second period of funding of the Quincy School Community Council from Quincy School Project resources
July 1969	Submission of rough draft of the Planning Document to the communities and agencies involved
Aug. 1969	End of second year of Title III planning grant
Sept. 1969	Submission of final copy of the Quincy School Planning Document, thus completing Phase One of the Project.

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This list gives the names of people who have at one time or another contributed to the process which created this document. This does not mean that each person necessarily subscribes to its complete content. (The document was written and produced in large part by the Document Committee of the Quincy School Community Council. The names of the members of that committee are indicated with an asterisk.)

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